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IF we grow old in body we should not grow old in heart and mind. It has been well said, that because fair young ladies are peaches and cream that the old ladies are dried peaches,—they are peach-preserves. It does not follow, that because young men are apples, touched with red, swinging in the foliage, that old men are dried apples. They may be as fresh and juicy in the bin, and sweeter than when they hung on the parent limb.

LORD MACAULAY said that a poor workman constructed one of the most beautiful windows in one of the largest cathedrals in England from pieces of colored glass that the professional artists had thrown away. One of the most influential men in the State of New York, recently a congressman, was an outcast boy. The world-renowned Faraday was a poor bare-foot urchin in the north of Ireland. The ragged boy on the lowest seat, in the smallest district school in our country, may prove himself to be the foremost man of the twentieth century. You cannot tell what possibilities may be buttoned up under a shabby coat.

WHEN the school-tax becomes so excessive that the people value their money more than the education of their children, free schools will be abandoned. Will this time ever come? It depends upon how strongly the people love the schools. The strain is coming in the near future, and the question will be: Shall we give up the schools, or give more money? Eleven millions in one state like New York is a large sum to pay for the support of schools, and the demands are increasing each year. The key to the situation is in the hands of teachers. The success or failure of the free school system is with them.

How would the doctors like to have a minister chosen as their superintendent? How would the lawyers enjoy having a teacher appointed as their legal director? We have no doubt many clergymen could give excellent advice to the medical fraternity, and many lawyers could lecture professors much to their advantage; but when it comes to professional advice, the best way is for each of the learned callings to keep its own side of the fence.

THE present Superintendent of Public Instruction in New York must go because he is a Democrat. Is that any reason why he should not be again chosen? Suppose he were a Methodist, or a Catholic, would that be against him? Must a hundred able men who have given their lives to educational study and practice, be passed by to give place to a man who will be available to the Republican party in the next presidential contest. Is this the way the "party of progress" and civil service reform is to be promoted. A hundred leading Republicans are saying: "The office is in politics and we can't get it out." It's nonsense. You *can* get it out if you wish to sacrifice a little party interest. It would be the grandest move the Republican party ever made to elect an eminent school-man to this important office, and never inquire whether he was a Mugwump, Prohibitionist, Republican, or Democrat at the last election. Must the chief executive of our magnificent school system be made to bow down to the Joss of party politics? The whip and spur of political coercion may be applied once too many times, and there may be more battles than ever in the future, unless the party in power learns wisdom. The 30,000 teachers in the Empire State are able to influence important results. As a matter of policy,—yes, *party* policy,—it would be excellent tactics for the legislature to elect *the best school-man in this state* as Superintendent of Public Instruction.

THE method of chopping up history in little pieces, as meat in hash, is too unphilosophical to admit of debate. We know nothing about a man worth knowing when we learn that his name was John Smith, and that he was born on the 14, of December, 1814, and died on the 17, of August, 1876. Names, and numbers, and facts do not make history. There must be connecting strings and vivid narrative. We must see something done worth doing. The fact that Miles Standish chopped a cord of wood on the 20, day of December, 1621, can be no part of history, for it is of no possible consequence to the world. Pupils learn to recite numberless dates and names from the times of King Alfred to the administration of President Cleveland, and think it is history, while it is nothing but a "rain of a deluge of words upon a desert of ideas." Dates and items often interrupt and hinder history learning and teaching. They are like some kinds of botanies, which consist of Latin names. There is no real science in them. Fenelon says:

"There are a great many facts which cannot teach us more than empty names and dates; it is just as good to ignore them as to know them; I do not know a man by knowing his name."

RECENTLY a young Irish boy died soon after he was "switched" for playing truant. It was discovered after he was dead that he had a weak heart, and that it was the effect of fright acting upon that organ that killed him. The coroner's jury investigated the subject, and came to the grave conclusion, that in future children must not be extended on a seat, as this boy was, in order to receive punishment! This was owlish wisdom, surely. The many serious consequences reported each year, as results of corporal punishment, would seem to suggest that some means ought to be discovered of ascertaining the fitness of children for their daily tasks, and assigning proper penalties in case they become necessary. The usual method of requiring all pupils to obey all rules, and inflicting the same penalty on all delinquents, is too unreasonable to admit of defence.

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The School Journal.

ESTABLISHED 1870.

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A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG,
JEROME ALLEN,
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} EDITORS.

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IF we grow old in body we should not grow old in heart and mind. It has been well said, that because fair young ladies are peaches and cream that the old ladies are dried peaches,—they are peach-preserves. It does not follow, that because young men are apples, touched with red, swinging in the foliage, that old men are dried apples. They may be as fresh and juicy in the bin, and sweeter than when they hung on the parent limb.

LORD MACAULAY said that a poor workman constructed one of the most beautiful windows in one of the largest cathedrals in England from pieces of colored glass that the professional artists had thrown away. One of the most influential men in the State of New York, recently a congressman, was an outcast boy. The world-renowned Faraday was a poor bare-foot urchin in the north of Ireland. The ragged boy on the lowest seat, in the smallest district school in our country, may prove himself to be the foremost man of the twentieth century. You cannot tell what possibilities may be buttoned up under a shabby coat.

WHEN the school-tax becomes so excessive that the people value their money more than the education of their children, free schools will be abandoned. Will this time ever come? It depends upon how strongly the people love the schools. The strain is coming in the near future, and the question will be: Shall we give up the schools, or give more money? Eleven millions in one state like New York is a large sum to pay for the support of schools, and the demands are increasing each year. The key to the situation is in the hands of teachers. The success or failure of the free school system is with them.

How would the doctors like to have a minister chosen as their superintendent? How would the lawyers enjoy having a teacher appointed as their legal director? We have no doubt many clergymen could give excellent advice to the medical fraternity, and many lawyers could lecture professors much to their advantage; but when it comes to professional advice, the best way is for each of the learned callings to keep its own side of the fence.

THE present Superintendent of Public Instruction in New York must go because he is a Democrat. Is that any reason why he should not be again chosen? Suppose he were a Methodist, or a Catholic, would that be against him? Must a hundred able men who have given their lives to educational study and practice, be passed by to give place to a man who will be available to the Republican party in the next presidential contest. Is this the way the "party of progress" and civil service reform is to be promoted. A hundred leading Republicans are saying: "The office is in politics and we can't get it out." It's nonsense. You *can* get it out if you wish to sacrifice a little party interest. It would be the grandest move the Republican party ever made to elect an eminent school-man to this important office, and never inquire whether he was a Mugwump, Prohibitionist, Republican, or Democrat at the last election. Must the chief executive of our magnificent school system be made to bow down to the Joss of party politics? The whip and spur of political coercion may be applied once too many times, and there may be more battles than ever in the future, unless the party in power learns wisdom. The 30,000 teachers in the Empire State are able to influence important results. As a matter of policy,—yes, *party* policy,—it would be excellent tactics for the legislature to elect *the best school-man in this state* as Superintendent of Public Instruction.

THE method of chopping up history in little pieces, as meat in hash, is too unphilosophical to admit of debate. We know nothing about a man worth knowing when we learn that his name was John Smith, and that he was born on the 14, of December, 1814, and died on the 17, of August, 1876. Names, and numbers, and facts do not make history. There must be connecting strings and vivid narrative. We must see something done worth doing. The fact that Miles Standish chopped a cord of wood on the 20, day of December, 1621, can be no part of history, for it is of no possible consequence to the world. Pupils learn to recite numberless dates and names from the times of King Alfred to the administration of President Cleveland, and think it is history, while it is nothing but a "rain of a deluge of words upon a desert of ideas." Dates and items often interrupt and hinder history learning and teaching. They are like some kinds of botanies, which consist of Latin names. There is no real science in them. Fenelon says:

"There are a great many facts which cannot teach us more than empty names and dates; it is just as good to ignore them as to know them; I do not know a man by knowing his name."

RECENTLY a young Irish boy died soon after he was "switched" for playing truant. It was discovered after he was dead that he had a weak heart, and that it was the effect of fright acting upon that organ that killed him. The coroner's jury investigated the subject, and came to the grave conclusion, that in future children must not be extended on a seat, as this boy was, in order to receive punishment! This was owlish wisdom, surely. The many serious consequences reported each year, as results of corporal punishment, would seem to suggest that some means ought to be discovered of ascertaining the fitness of children for their daily tasks, and assigning proper penalties in case they become necessary. The usual method of requiring all pupils to obey all rules, and inflicting the same penalty on all delinquents, is too unreasonable to admit of defence.

THE thirty-second session of the Indiana State Teachers' Association will be held Dec. 29, 30, and 31, at Indianapolis.

THE annual meeting of the Iowa State Teachers' Association will be held at Des Moines, commencing Dec. 28, and will continue four days. Headquarters are at the Aborn House, where eastern teachers will be as hospitably entertained as the "home talent."—W. N. HULL, Secretary.

WE have been somewhat outspoken on our first page concerning the question: Who shall be the next state superintendent of public instruction of the State of New York? Our readers in other states will watch with interest the progress of the contest and no doubt feel that what concerns the welfare of our profession here, concerns it everywhere. As a body of teachers in this country, we are linked together in the great work of lifting school offices out of the slimy pool of party politics. To a very great extent school-men are non-partizan—too much so for their present interests—but not too much so for the dignity and respectability of the profession. As a body of men and women we are able, if we so will, to rule and not be ruled over. Let us all unite to hasten that good time.

AMONG the men most prominently mentioned for the office of state superintendent of public instruction in this state are:

Professor Post, Utica.
Principal W. J. Milne, Ph.D., LL.D., Geneseo.
Institute Conductor John H. French, LL.D., Rochester.
Supt. C. E. Hawkins, A.M., Board of Regents, Albany, and
Principal Charles H. Verrill, Ph.D., Franklin.

GEN. JOHN EATON has resigned his position as Commissioner of Education, in order to accept the presidency of Marietta College, O., to which he was recently elected.

BACKBONE is usually at a premium, but with the teacher we think flexibility needs to be cultivated. The very influences that lead most people to yield their opinions to those of others, make the teacher almost conscientiously set in her ways and thought. It pays to study the art of yielding in non-essentials, while being rigidly firm in the great principles. The danger with the teacher is, that she will be most tenacious of points that are of little, if any, concern. This distinction marks the true educator from the imitator.—*Journal of Education, Boston.*

DOWN in New Orleans they expel boys who smoke cigarettes from the public schools. It would be better to expel the cigarettes from the boys.

MR. HENDRICKS' life was typical of the advantages which a government like this can offer. He was born in a log cabin. From that starting point he began the long journey, armed with patience and perseverance, which ended when he occupied the position next to the highest within the gift of the people. The world gives him credit for unsullied honesty. That is the highest praise that can be bestowed. He died poor. That is the proof of his honesty. Men may criticise in many ways. He and we have been through hot times which made accusation easy. But the country gives its verdict—he was an honest man.

PRINCIPAL WILLIAM J. MILNE, Ph.D., LL.D., has been announced as a candidate for the office of State Superintendent of Public Instruction. Dr. Milne is a Scotchman by birth, but a genuine New Yorker by education and sympathy. His preparatory and collegiate courses were completed at Rochester, and his entire public life has been spent in the schools of this state. From its opening, he has had charge of the State Normal School at Geneseo. He possesses to an eminent degree, correct judgment, broad sympathies, thorough scholarship, and remarkable executive abilities. In his hands the school system would be safe, for although a normal school man, he is as far from narrowness as it is possible for any man to be. He would make a first-rate superintendent.

IN one school district in Dutchess County, N. Y., there are 4,380 children who do not go to school—almost as many as in this city. In the single town of Wappingers there are 668, and in Fishkill 1,610 absentees. They need a touch of the truant officer up there.

THE National Educational Association is sure of a cordial welcome in this city. The telegram announcing the *final* decision in favor of Topeka was received on the day of my arrival here. While giving four public addresses in this city, I have met many of its leading citizens who express great gratification of this result. They are already planning to give a royal reception to the educators of the country. The annual State Teachers' Association, to meet here the last of December, will be largely a gathering preparatory to the national meeting. Hence its officers and especially the state and city superintendents and ex-Supt. Speer strenuously urge President Calkins to attend this great state gathering.

Secretary Sheldon was here last week and worked admirably in his usual, genial way, making a very happy impression both for himself and the association; but his visit only intensified the desire to have the president himself face the assembled teachers of Kansas, and inspire them as well as the citizens of Topeka with due interest in the great national meeting. Now, Brother Calkins, do you realize what the Kansas State Teachers' Association is? Why you would then meet here four times as many as your New York association usually gathers, and find the meeting as striking in its enthusiasm as in its numbers—every one brim full of a becoming state pride, determined to do his best to make Kansas the central state in educational progress and interest as it is geographically the central state of this country.

The rapid growth of Kansas in population, wealth and culture is a marvel, unparallelled in the history of America. The state census just completed shows an increase in population of nearly 400,000. The last enumeration of children approaches half a million, with nearly 9,000 teachers, and school property (buildings, etc.) of about $6,000,000, and an *annual* expenditure for education of about $4,000,000. Lecturing widely over this state, I am impressed with the high popular appreciation of education everywhere shown, and the hospitality given to ideas of progress and improvement, and especially in regard to the sanitary and esthetic conditions of these towns.

If this subject were properly presented, a hundred associations for "Village Improvement" might soon be organized in this progressive state. These enterprising towns have not yet got into the ruts, like some Eastern places where a penurious policy has been proved "penny-wise and pound foolish." Wise improvements pay in many ways. They retain in a town its public-spirited citizens, and attract desirable residents from abroad. A good name tends to enrich a town as well as an individual.

Topeka well illustrates this subject. "The Topeka Improvement Society" was organized here a few years ago, which has done much to develop town pride and the spirit of improvement, especially in and around its homes. I find great progress has been made since my first visit here, some three years ago, especially in "parking" the streets, removing fences and adorning the grounds around the private residences. The citizens most active in this work have organized a Library Association with a library of about 7,000 choice volumes, and the finest library building to be found in any city of its size in this country. The beautiful lecture hall in this edifice is to be opened for department meeting of the National Association. But this model library is so unique in its history as to deserve a separate article.

Topeka, Kansas. B. G. NORTHROP.

A TEACHER SHOULD NOT HESITATE TO ASK THE PARDON OF A PUPIL OR A CLASS THAT SHE KNOWS SHE HAS WRONGFULLY ACCUSED.

Morally speaking, it is her duty to apologize in such a case. The pupil and the class will honor and respect her for doing it; and when their turn comes, they will not hesitate to follow her good example.—WM. M. GIFFIN, *in How Not to Teach.*

THE question whether the schools of England shall be free is, just now, exercising the British mind. It is the opinion of an eminent Lord, that if "Parents paid nothing, education eventually would be conducted according to one uniform system, as in the story of the French Minister who could pull out his watch and say—'It's a quarter past three. Every boy in France will be working the fifth proposition of the First Book of Euclid.'"

Sir Francis Sandford recently said that

"Free education would at once lower the value set upon education It would affect parents in their relations to children. It would affect parents also in the choice of the schools to which they would send their children, and if they paid no fees they would have no voice in what they should be taught. It would interfere with school boards, and would reduce education to the three R's, from which they had hoped they had happily forever escaped."

Concerning this man, the *London School-master* recently said that "he knows what he is talking about, in other words he speaks with authority. It looks over here as though something ought to be done more than is now doing to bring London children into the school-rooms of that city. If rate-bills, with compulsory payment, do not bring the children to school, a free-school system certainly will help matters somewhat. It appears from official returns that out of 1,262 children committed to certain reformatory schools in London last year, 232 boys and 80 girls could neither read nor write, while 690 boys and 105 girls could read and write only imperfectly. It would be hard to match this record in this country, except in certain districts in the South."

IS THE NEW EDUCATION DYING?

Thousands of teachers have made the mistake of supposing that the "New Education" consists of certain methods which they could learn in a few days' observation in the schools of Quincy or others, where the influence of Col. Parker has been felt. Many of these teachers, on returning to their own schools, attempt to imitate the methods they observed but, failing to understand the spirit of the "New Education," there is neither purpose nor adaptability in their work. Failure is the inevitable result. Others believe that novelty is all that is required by the "New Education," and by frequently changing from one absurb practice to another they bring discredit upon the cause they profess. Many among our superintendents and higher teachers attempt to comply with the general demand for improvement by introducing new methods, but their hearts cling to the old ways, and unconsciously they introduce the new methods under unfavorable conditions, and measure the success of these methods by results which could possibly follow none but the old methods. All these teachers, all these methods must fail. The teachers thus failing, and those observing them, ascribe the failure to the "New Education." Thus at present there is a widespread belief that the "New Education" is dying.

What is the "New Education" that it should die? Truth and principles are eternal, and nature's laws are unchangeable. The "New Education" is simply a better adaptation of methods of school work to these laws than formerly. There can be nothing new in the principles—the foundation—of the "New Education" or all successful teaching. They are new only in the understandings of a considerable body of teachers. Even the methods prac-

ticed by the best exponents of the "New Education" are not generally new. "They are new," says Col. Parker, "only by comparison with existing methods." Death of the "New Education" means retrogression. It means trampling under foot those principles discovered and upheld by Commenius, Pestalozzi, Rousseau, Froebel, Payne, Horace Mann, Page, and nearly every prominent educator of the present day. It means that there shall be no profession of education, that chairs of pedagogy shall be resigned, that school journals shall cease publication, that books on teaching shall be laid away, that teacher's associations, reading circles, normal institutes, and normal schools, shall be discontinued, that supplementary reading, and our beautiful modern text-books shall give place to the hideous books of forty years ago, and that our schools shall be surrendered to the rule of ignorance, brute force, and quackery. —*The Iowa Teacher.*

MENTAL REPRODUCTION.

IMAGINATION.

Imagination is the creation by the mind of new ideals, out of what it has received. All the details of the original perception are lost sight of; time, place, and relation all drop out of view, and new forms and relations appear. A young child has no imagination. This can only grow with the growth of perceptions. IT IS THE CREATIVE FACULTY OF THE MIND.

The following facts will serve as seed thoughts for thinking teachers:

1. Memory gives us the *actual*, imagination the *ideal*.

2. In perception the object is presented to the mind; in imagination it is only thought of.

3. In judgment the mind deals with actual facts; in imagination it deals with supposed relations.

4. In reasoning the question is asked, "What did occur?", in imagination, "What might have occurred?"

5. It is possible to know a great deal and imagine nothing; on the other hand it is not uncommon for persons of very limited knowledge to imagine a great many things. Imagination is little indebted to learning.

6. Imagination draws all its materials from the material world. It can imagine nothing spiritual.

7. Its action is often beyond the control of the will.

8. It is a joy to the world. "It gilds the recollections of the past, and anticipates the future with a coloring not of reality. It lights up the whole horizon of thought, as the sunshine flashes along the mountain tops, and lights up the world. The world would be dreary without its light."

9. The eloquence of the orator depends upon its light.

10. By its aid the artist almost creates from rough stone, living beings; the stringless instrument becomes all alive with the sweetest music; the poet puts into dry words the very soul of inspiration; blind Milton sees heavenly sights, and hears angelic songs. Shakespeare thrills the very souls of his readers by the tremendous imagery of his creations. On the blank canvas, grows a picture of unsurpassed beauty, such as the world has never seen in combination before. Imagination is the grandest, sweetest, most charming, most godlike faculty given to man, for *it creates our ideals*, without which, life looses its charms, religion its power, and the hope of the future its force of influence.

"It opens new worlds, releases us from the bondage of the actual and, like a bird let loose, gives us the whole creation for our dwelling-place. It gilds the stern realities of life, as the morning reddens the Alps till they glow in resplendent beauty."

Reader, writer, speaker, hearer, artist, poet, orator, laboror,—all, receive inspiration from its influence. The teacher without its possession is like a tree without leaves, or a fountain without water; geography a barren desert, history a dead cinder, and literature and biography arctic oceans.

The difference between the man of facts and the man of imagination is excellently shown by Joseph Haven who represents one as saying: "The evening hours passed swiftly and silently; many stars appeared in the sky, and each was reflected in the sea;" and another as writing:

"The twilight hours like birds flew by,
As lightly and as free;
Ten thousand stars were in the sky,
Ten thousand in the sea;

"For every wave, with dimpled cheek,
That leaped upon the air,
Had caught a star in its embrace,
And held it trembling there."

THE SCHOOL-ROOM.

LESSONS ON FORM.

NOTE.—These lessons were first given before the Paterson, N., J., Normal Class by SUPT. ESMOND V. DEGRAFF, and are newly arranged for the JOURNAL. Our readers will find in them much most valuable material for practice. We commend them to their thought and study.

SUGGESTIONS.—Before commencing lessons in Form, the pupils should be led to understand the SENSES; and should have such lessons upon objects as will lead them to appreciate such words as *object, length, height, breadth, depth* and *thickness*. In this connection they may be led to understand the use of the word *dimensions*.

Possibly a course of lessons in *size* would be the best preparation for the study of *form*. Through all the work the teacher must guard against *haste*. In a lesson lasting twenty, or even thirty minutes, a class of young children will seldom learn more than *three* new terms, and any attempt to hurry them must result in their gaining words without the underlying ideas. They should always be led to appreciate the *necessity* for a new word before it is given them. In order that children may acquire early habits of correct expression, the teacher must have them pronounce very distinctly, and must *be careful that they make full statements*. Fragmentary answers or remarks indicate indistinct ideas, as well as disconnected thoughts. As a means of cultivating the judgment, as well as of holding the attention of all the children, frequent class decision is judicious. The teacher's confirmation of correct judgment should, of course, immediately follow a class decision, as no child should be permitted to remain uncertain, whether he is right or wrong. The teacher must arrange the matter for development as clearly and concisely as possible, and before meeting her class must make a definite plan for each lesson; yet she must take care that this plan shall admit such modifications as circumstances may require. A box of *forms* is of course necessary, and in connection with the forms the teacher will make use of many familiar objects as means of illustration.

ABBREVIATIONS.

I. R.—Individual recitation.
C. D.—Class decision.
TR. CON.—Teacher confirms.
S. R.—Simultaneous recitation.
TR. W. B.—Teacher writes on board.

LESSON.

OBJECT.—To cultivate PERCEPTION, CONCEPTION, *comparison, memory, and language.*

POINT.—To develop idea of and give terms, *surface, faces, straight* and *curved faces, edge* (*straight* and *curved.*)

METHOD OF TEACHING FIRST LESSON ON FORM.

Teacher—(Presenting a box to class,) What have I?

Child—You have a box.

T.—(Passing her hand over it, taking care to touch every part.) What am I doing to this box?

C.—You are touching the box.

T.—How do you know that?

C.—I can see you touching it.

T.—What senses are you using in order to know that?

C—I am using the sense of sight.

T.—You may touch the box. (Child does so—teacher taking care that she passes her hand over every part.)

T.—How many senses has John used in examining this box?

C.—He has used two senses, sight and touch. (Class decide, Tr. Con.)

T.—Then what has John done to the box?

C.—John has seen and touched the box.

T. You may show me some other part of this box which you can see and touch.

C.—I cannot.

T.—Why?

C.—I cannot get at it.

T.—You may show me the part of this ball which you can see and touch. (Child does so; other children showing parts of slate, desk, etc., passing their hands carefully over the parts.)

T.—Who can tell me whether those objects have parts which we cannot see and touch?

C.—They have, but we cannot get at them. (Class decide, Tr. Con.)

T.—Who knows what that part of an object which we can see and touch is called? (Child may say the *outside*, but the teacher corrects that by opening a box and showing that they may see or touch the inside of some objects; then she gives the term *surface*, which the class repeat, the teacher taking care that they pronounce the word distinctly.)

T.—What is a surface?

C.—That part of an object which we can see or touch, is called the surface. S. R., Tr. W. B.

T.—Show me the surface of your slate, desk, ball, etc. (Child does so, each time making statement: "This is the surface of the slate," "This is the surface of the ball," etc. Teacher drills until she is certain that the term is understood, then the children read the written definition.)

T.—(Passing her hand over one side of the box,) What am I doing now?

C.—You are touching another part of the box.

T.—Compare the direction of the part I am now touching with the direction of the part which I first touched, and tell me what you notice.

C.—The direction of the part you are now touching is different from the direction of the part you first touched. (Class decide, Teacher confirms and explains, saying: We call the different directions of these parts the different inclinations of the surface.)

T.—How does the inclination here (at the side) or the inclination here (at the end) compare with the inclination here (at the bottom)?

C.—They both differ from that inclination (at the bottom). C. D. Tr. Con.

T.—Show me the different inclinations of the surface of this object (presenting different objects to children and leading them to make full statements).

T.—Who can tell what the different inclinations of a surface make? (produce?) In answer, the child will probably give the word *parts*, which the teacher corrects by leading him to see that any place he touches is a part of the whole surface. Then if the child cannot tell, she gives the term *faces*, and the child makes the full statement: *The different inclinations of a surface* make (produce) *faces*. S. R. Tr. W. B.

T.—(Presenting objects) Show me the faces of this object. (Child does so, stating: "This is a face," "This is a face," etc.)

T.—(Presenting box) Notice carefully as I pass my hand along this face, and tell me what is true of its change of direction.

C.—It does not change its direction; or, its direction is always the same. (C. D. Tr. Con. Teacher has children find other faces whose direction is always the same.)

T.—(Presenting a cup or bottle) How does the direction of this face compare with the direction of the other?

C.—It is different. (C. D. Tr. Con.)

T.—How does it differ?

C.—The direction of this face is not always the same.

T.—Since the direction here is not always the same, what may you say this face does?

C.—It changes its direction. (C. D. Tr. Con.)

T.—Now look closely, and show me just where this face changes its direction. (Child can not find the place, and at length states that the direction

changes *everywhere*, or, "all the time" when Tr. asks for class decision which she confirms, using the word *continually*, instead of the expression, "all the time.")

T.—Who can tell what a face whose direction is always the same, is called?

C.—A face whose direction is always the same, is called (Tr. or Ch. give term) a straight face. (S. R. Tr. W. B.)

T.—Find several faces whose direction changes continually. (Children find several, making full statements about them.)

T.—What is a face whose direction changes continually, called?

C.—A face whose direction changes continually is called (Tr. or Child gives term) a curved face. S. R. Tr. W. B.

T.—What prevents this face from going farther outward in this direction? (Passing her hand over the top of the box.)

C.—The side face meets it and stops it. (C. D. Tr. Con.)

T.—And what prevents it going out in this direction? (Passing hand over towards the ends.)

C.—The end face meets it and stops it.

T.—How many faces meet here?

C.—Two faces meet there.

T.—Show me other places where two faces meet. (Child does so, showing several, and making full statements.)

T.—Who can tell me what the meeting of two faces makes (forms)?

C.—The meeting of two faces forms (Child or Teacher) an *edge* (S. R. Tr. W. B.)

T.—How many kinds of faces have you learned?

C.—We have learned two kinds of faces, straight faces and curved faces.

T.—The meeting of two faces forms an edge, now what kind of an edge does the meeting of two straight faces form?

C.—The meeting of two straight faces forms a straight edge, and the meeting of two curved faces forms a curved edge. (C. D. Tr. Con.)

The teacher may drill by having pupils show her *surfaces*, faces (straight and curved), and edges of different kinds, and by having them read the statements written on the board.

Then she may erase statements and have children recall definitions.

If old enough, the children will write definitions in note-books.

MATTER.—1. That part of an object which we can see or touch is called the *surface*.

2. The different inclinations of a surface are called *faces*.

3. A face whose direction is always the same, is called a *straight face*.

4. A face whose direction changes continually is called a *curved face*.

5. The meeting of two faces forms an *edge*.

6. The meeting of two straight faces forms a *traight edge*.

7. The meeting of two curved faces forms a *curved edge*.

TALKING WITH THE PENCIL.

BY SUPT. DAVID G. WILLIAMS, York, Pa.

NOTE. The figures at the end of each question refer to Parker's "Talks on Teaching."

1. How should the teacher receive pupils who have never been to school? 80
2. How and when may the parts of speech be taught? 82
3. When should the teaching of reading be begun? 82
4. What rules should be followed in teaching spelling? 83
5. When should the talking with the pencil be begun? 83
6. What must precede expression? 84
7. Define some of the best ways to bring thought into the mind? 85
8. What care should be taken to train children to write sentences? 85
9. Should children, in the beginning, be allowed to write connected sentences? 85
10. Do you believe that pupils should talk about the reading lessons, with the pencil? 86
11. Are objects a good means to teach children to talk with the pencil? 86
12. What care should be exercised in the use of objects to teach pencil talk? 86
13. What rules should be followed in teaching pencil talk? 88
14. What are some of the best results from teaching pupils to talk with the pencil? 88

For the SCHOOL JOURNAL.

THE EDUCATIONAL VALUE OF STORIES.

Children delight in stories, but they do not always become educated by them. A good story must have three qualities—*interest*, *instruction* and *brevity*. Nonsensical twaddle printed for children in long drawn paragraphs is not only of no value, but a decided injury to the mind. Our old readers were full of the most crude narrations of the goody-goody sort. Such stories even now frequently creep into our religious literature. It stands to reason then, that stories for children must be carefully selected, and keep the interest without asking or commanding it. The speaker who commences a talk to children by saying: "You must now sit up erect, look at me, fold your hands and give attention" will fail every time he uses such language. If after the speaker has commenced, he feels himself called upon to say: "If those boys do not stop laughing and whispering, I shall be compelled to stop," had better stop at once. It is an easy thing to talk to children if the speaker has anything to say that children like to hear. No thermometer is more sensitive than the thermometer of the child's heart. The mercury of interest shows itself at once. Older audiences can be bored for hours and not show much uneasiness—children, never. They will laugh, whisper, or go to sleep, for they are too honest not to act out nature. This is our theory; now for the application, here are two stories that we think can be told to young people and hold their attention to the close, try and see. When you are through ask the question and follow the course indicated. With us the result has been a success.

I.

Chief Justice Marshall was in the habit of going to market, and carrying home what he had purchased. He was often seen returning at sunrise with poultry in one hand and vegetables in the other. On one of these occasions a fashionable young man from the North who had also been to market, was swearing terribly because he could find no one to carry home his turkey. Judge Marshall stepped up and asked him where he lived. When he heard he said, "that is my way, and I will take your turkey home for you." When they came to the house, the young man inquired, "What shall I pay you?" "Oh, nothing," said the Judge," you are welcome; it was all in the way, and it was no trouble to me." "Who is that polite old gentleman who brought home my turkey for me?" asked the young man of a by-stander, "Oh," said he, "that was Judge Marshall, Chief Justice of the United States." "Well I am astonished! wh he bring home my turkey for me?"

Why did n the young man want to carry home his own turkey? Why did Judge Marshall carry the turkey for him? What lesson did the young man learn? What is pride? Is it ever right to be proud?

II.

Massasoit, the great chief of one of the New England tribes of Indians, owned a great deal of land. One of his famous fishing grounds was where the city of East Bridgewater, Mass., now is. This, the colonists at Plymouth bought from him, and they paid for it a queer collection of articles: seven coats, a yard and a half in each one, nine hatchets, eight hoes, twenty knives, four moose skins, and ten yards and a-half of cotton. This was thought to be good pay for seven miles of beautiful land, with streams, woods and meadows. The bargain was made and sealed one bright May morning; it was written on coarse paper, and signed by the principal men of the Plymouth colony.

Did Massasoit know the real value of the land he sold? Was it right to take it from him for the price paid. What is meant by "sealing" a bargain? In what way can a good title to land be obtained except by paying something for it? What is meant by the expression "a good title?" Did the Indians have as good a title to the land before the Europeans came as we now have?

HOW DISOBEDIENCE CAN BE TAUGHT.

That it *is* taught is certain. The old theologians say that it is natural for a child to disobey. This is probably true, but a great deal of the ordinary disobedience is the result of education. Actual lessons are given in this evil art. In the *Christian Union* of recent date, we find an instance that is so true, we transfer it to our pages. Read it carefully and then say if parents and teachers do not sometimes encourage children to develop the miserable art of disobedience.

"Will you have an orange, my dear?"

The little boy thus addressed took the orange with thanks, and held it in his hand looking at it appreciatively. "Why don't you eat it?" "My mamma don't 'low me to eat atween meals." "But your mamma isn't here. She won't know it. You just go under the table, where she won't see you if she happens to come in, and eat it, and enjoy yourself. It's all nonsense not to let a child eat an orange between meals." The suggestion accorded with the child's desires, and he followed it. The young lady who made it was a girl of good intentions, and would have been angry had any one told her that she was teaching the boy to lie and decieve by actions. He was five years old, and that one little lesson remained with him for years in its effects upon his moral nature, and caused his mother great anxiety and himself numerous punishments.

A little girl was sent on an errand; she found the family just sitting down to tea, and was invited to share the meal.

"No, thank you," she said, "my mamma don't like me to eat away from home without her permission."

"Oh, she won't care," said the hospitable hostess. "I'll take the responsibility, and if she must whip somebody, tell her to whip me." Overborne by persuasion, the child sat down and ate with the family. Returning home, she refused to eat her supper, saying she was not hungry. Mamma knew that her children were not troubled with loss of appetite without cause, and, with some tender anxiety asked, "Why are you not hungry? Don't you feel well?" Then her experienced eye read in the child's expressive face that this question was a temptation to subterfuge, and she hastened to ask another, which should lead her to tell the truth.

"What did you eat at Mrs. Ellis's?"

At once the flimsy veil of deceit was blown away from before the little girl's vision, and she answered bravely: "Why, mamma, they asked me to stay to supper, and teased me, and Mrs. Ellis said you should whip her; and, mamma, I had hot biscuit, and two kinds of cake, and cheese, and—and Mrs. Ellis asked me if I liked tea, and I said yes, but you did not want me to drink it, and she fixed some tea, and said I should drink it, and you wouldn't know it; but I didn't do that, mamma, and I think folks have no business to make it so hard for little girls to mind their mothers."

And that is just what I think. No matter if I do not uphold your theory of education in my thought, I ought to uphold it to your children. Even if I think you to be foolish and wrong in your commands to your child, I have no right to tell them so, and thus make their obedience to you difficult and painful.

"Why don't you eat your apple now?" asked a lady upon whom I was calling, who had given an apple to my little son.

"I am going to keep it to eat with my dinner tomorrow," said he, thinking this no hardship, as he had always been used to saving his treasures of candy, nuts, or apples to eat at an appropriate meal-time.

"Don't you wish you were my little boy? I would let you eat all the apples you wanted at any time of day."

The prospect was a tempting one, and for the first time he began to doubt mamma's wisdom and love.

The lady meant no disrespect to me, no harm to my child; yet she manifested the one and accomplished the other. Many a time after that, when some desired treat was commanded to be postponed, I heard, "If I was Mrs. Mann's little boy she'd let me have it now."

A lady, in urging a little girl to accept a delicacy which had been declined on the ground that she was "not permitted to eat between meals," used these words: "You would better take it now, or you won't get it at all." The next day the little four-year-old sat deeply immersed in thought. The subject of her meditations was manifested when she said: "Mamma, I don't think folks ought to say, when I tell them you don't let me eat between meals, that if I don't take it now I won't get it. I think they ought to say, 'Put it in your pocket, dear, and save it till to-morrow;' but folks don't seem to care how much they help other people's children not to mind."

An amount of wise thinking had been going on in that busy little brain, and in her last statement she expressed a sad fact. People don't care how much they teach disobedience to the children of others. They do not intend to lead them astray, but because they think the command a foolish one, they do not realize their obligation to uphold it. Friends, I beseech you, in behalf of the children who are seriously injured by such unwise slights cast upon parental authority, and of the parents whose hold upon the hearts and confidences of their children is thus weakened, never urge a child to do anything, however small and, in your eyes, insignificant, which is in any degree contrary to the expressed or implied will of their fathers and motbers. By your efforts and words make it easy, rather than hard, for the little ones to be obedient.

For the SCHOOL JOURNAL.

HOW TO USE THE QUESTIONS IN GEOGRAPHY.

BY ALEX. E. FRYE.

These questions should not be used for the sake of the answers.

The first work in elementary geography is to lead the pupil to acquire distinct mental pictures of the forms of land and water about home, and to study the forces of water, air, etc., which act upon these forms to prepare the surface to support life. For we see only with what we have seen, and upon these mental pictures depends the power to imagine the unseen world. Thus our pupils study the hill and valley as a basis for imagining every part of the earth's surface. They study the brook-basin that they may imagine the drainage of the the great valleys or river-basins. They study the little deltas formed in the street gutters, that they may see how the great fertile valleys of the world have been made.

"Every little nook and shaded corner is but a reflection of the whole of Nature."* Distinct mental pictures of these forms can be acquired only by continued observation or attention. To stimulate attention upon form we use various means, viz., molding, drawing, stories, oral or written descriptions, pictures, *questions*, etc.

The carefully molded forms, the accurate drawings, the logical descriptions, the correct answer to questions should *not* be the ends sought, and they can never take the place of nature. If the means be made the end, the pupils will never see beyond the molding and drawing.

These different modes of expression are merely the means by which the teacher *gives direction* to the investigations of the pupils, and stimulates their attention to the objects of thought or study.

This series of questions merely outlines one of these *means* of *attention*. To illustrate: The pupils are studying the hill-side or slope in nature. To fix the attention upon it, the children are requested to model it in sand, to draw it, to describe it, or to read of children sliding down hill. If we can take them out of doors, we let them measure it, run up and down, roll stones down, etc. We lead them to examine as many other slopes as they can find, and show many pictures of hills famous in history, telling them the stories to interest them in looking more closely at the form. Then we select such *questions* as will demand a closer examination of slope, e. g., What makes a river flow? In what direction will it flow? How much land does a brook drain? When are lakes formed? Why are some rivers swift, others slow?—all of which lead to the slope, for the answer. These questions are a means for directing the investigation of the pupil to the slope, and of leading them to view it from a great many standpoints.

The questions are intended merely to suggest lines of study, and are classified for convenience in selecting. No teacher will, of course, follow the order given, or limit herself to the list, as each question involves a score of others. Every question should lead to investigation, and thus be a *means* of mind growth.

As the object of the question is to arouse thought, count that question best which demands the closest observation, and which for the longest time stimulates the attention.

Last of all, be patient. Wait for the children to grow into the answer. The best lesson is *not* the one that elicits the most answers, but the one that arouses the deepest thought.

*Cosmos—Humboldt.

For the SCHOOL JOURNAL.

GEOGRAPHY—ELEMENTS. III.

BY ALEX. E. FRYE, Cook Co. Normal School.

SOIL MAKING.

I. Kinds of Soil.

1. What is the difference between sand and gravel?
2. What is the shape of a grain of sand? of a pebble?
3. What is dust? dirt?
4. What is the difference between dust and mud?
5. What are the colors of the clay you have seen?
6. Where do we generally find clay?
7. Which is more useful, sand or clay?
8. What are boulders? Where do they come from?
9. What is leaf mold?
10. What becomes of all the plants that die?
11. Why do farmers plough grasses into the soil?
12. What is the color of the richest earth you have seen?
13. Which remains moist longer after a rain, sand or loam?
14. Which is lightest in weight, clay, loam or sand?
15. Which allows water to pass through it most readily?
16. What is the best soil for corn? rice? beans? wheat?
17. Do you know of any plants that grow best in sand? clay?
18. Do plants ever grow upon bare rocks?
19. In what ways do farmers make the soil richer?
20. How deep is the loam in your yard at home?
21. What is under the loam?

II. Distribution of Earth Material.

1. What makes water muddy?
2. Which will a river carry farther, fine sand or pebbles? Why?
3. Which will waves wash farther seaward?
4. Why do river banks sometimes cave in?
5. Where do pebbles along the beach come from?
6. Why are they smooth and rounded?
7. Do we find the largest stones along the banks or in the river bed?
8. Of what are the beds of very rapid rivers or brooks formed?
9. What is in the beds of sluggish rivers?
10. Are rapids generally muddy or rocky?
11. What gives color to a river?
12. How far can a river carry silt?
13. What is alluvium?
14. How are deltas formed?
15. Why do some rivers have many mouths?
16. Why do some have broad, others narrow mouths?
17. When will a river deposit its sediment?
18. Which can carry the greater quantity of silt, a rapid or a slow river?
19. Which can carry the coarsest and heaviest?
20. If a muddy river empties into a lake or any still water, where will its sediment be deposited?
21. How are estuaries formed?
22. What are jetties and what are their uses?
23. How do they deepen a river-bed?
24. What becomes of the material washed out?
25. In what order will a river deposit its different kinds of sediment?
26. Why are bottom lands so fertile?
27. In what part of a river-basin do we find the finest and richest soil?
28. From what is the alluvium in a delta made?
29. What determines the kind (composition) of the soil in a river-basin?
30. From what is sand made? How?
31. What makes rocks crumble?
32. What cracks large rocks?
33. Where do mineral waters get their minerals?
34. How are salt lakes formed?
35. What is a glacier? How formed?
36. When two glaciers join, what is formed between them?
37. How many moraines can a glacier have?
38. When does the ice melt, and what does it form?
39. What then becomes of the moraines?
40. What part is carried farthest into the valley?
41. If a glacier flows into the ocean, what is formed?
42. What then becomes of the moraines?
43. What is the difference between a land-slide and an avalanche?
44. Where do land-slides occur?
45. What causes them?
46. What are sand-storms and where do they occur?
47. How are natural caves formed?
48. In what kind of rocks are they generally found?
49. What becomes of the lime?
50. Of what use is it after it reaches the ocean?
51. From what are sea-shells made?
52. Of what are coral islands built?
53. Why are coast lines irregular?
54. What becomes of the land worn away by the sea?
55. Where are sand bars formed? How?

III. Agents at Work in the Soil.

1. Why do farmers plough before they sow?
2. What is the effect of frost in the soil?
3. How deep does the ground freeze?
4. How far into the ground do roots penetrate?
5. Why do we loosen the soil about the roots of plants?
6. How does nature loosen the soil each year?
7. When it rains, does the fine or coarse soil settle below the surface?
8. What brings it back?
9. Why do we sometimes see so many worms after a rain storm?
10. Where do they live?
11. What do they feed upon?
12. What do they constantly bring to the surface?
13. What do they give to the soil?
14. Do you know any insects or bugs that improve the soil?
15. Do worms and bugs that live in the ground breathe?
16. How does the air get below the surface?
17. Of what use is it there?
18. As we dig below the surface a few feet, does the ground become warmer or colder in summer? in winter?
19. Of what use is the sun's heat in the soil?
20. Of what use is the snow to the soil? rain?

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TABLE TALK.

Children's parties is a subject that ought to receive some attention by teachers. In a certain kind of society, boys and girls are never seen—they are simply dwarf young men and women. The other night, a little spindle-shanked girl was seen who could not have been over ten years of age, dressed in the most elaborate of lace evening-dresses. She wore a pair of quite heavy ear-rings and several valuable rings, which were displayed as she languidly fanned herself with an expensive ostrich feather fan. She might have been quite a pretty child if she had been appropriately dressed, but as it was, she was simply an object of pity for healthy minds. The dark circles about her baby eyes, and the physical poverty of her narrow chest marked her as a future invalid, developed by the unwholesome life encouraged and permitted by criminally ignorant and careless parents.

As knowledge of the best methods of education increases, children are treated with more and more rationality. It was only the other day that a wise New England father related the success he had had with his boy. He let him run wild out of doors until he was twelve. He barely knew his letters then, but he was stout and strong, with his observing faculties highly cultivated by an out-door life. In two years he caught up, and surpassed all of the neighboring children who had been at school from the age of five and six years.

***

A subscriber wrote that he had not received his papers for several months. He wrote to the postmaster, and received this reply: "I took charge of this office recenty, since which time the papers have been delivered regularly, but we have just found *twenty-three among the waste paper in the office.*"

Another subscriber wrote to know why his paper did not come. We assured him that his name was on our list all right, and the paper mailed every week. He made special inquiry at the post-office, and *sixteen* were found awaiting delivery. Yet this subscriber had enquired every week for his mail. Please do not blame us too much, if your papers do not come regularly, until you investigate your post-office.

READING CIRCLES.

QUESTIONS ON PAGE'S "THEORY AND PRACTICE OF TEACHING."

105-235, *New Edition.*

1. What is meant by "Aptness to Teach?"
2. Of what educational value is the *pouring-in process?*
3. What is a *passive recipient?*
4. In what condition must the mind be when it desires to know?
5. State the "*jug*" illustration.
6. Does lecturing to children educate them?
7. What are *leading questions?* When should they be used? Value?
8. Who should do the talking at a recitation?
9. State the essential principles of the *drawing-out* process.
10. What is meant by "*putting a pupil on the scent?*"
11. Should a pupil feel unwilling to be assisted?
12. By what means can the mind be *waked up?*
13. Whose mind should be waked up first,—the teacher's or the pupil's? Why?
14. Of what value is oral instruction? Can it take the place of the book?
15. What is the object of a recitation?
16. Can a teacher teach more than he knows? Explain.
17. Describe a *good* recitation. Give in brief three essential elements of it.
18. Name five incentives to study in the order of their value.
19. What do you think of the *morality* of the prize and marking system? Name three injuries resulting from prizes.
20. State the difference between *success* and *talent*, and *effort* and *worth*.
21. Does God reward *effort* or *success?*
22. What are the requisites *in the teacher* for good government? Name five essential characteristics of a good disciplinarian. Name five hinderances in the teacher.
23. What is the "*must*" system of school government? What do you think of it?
24. Who makes or unmakes the character of the school? Why? How?
25. Name *one* proper punishment. *Three* improper ones. Who should punish? When? For what offences?

The following is the first year's reading of the Nebraska Reading Circle:

Professional: Page's "Theory and Practice of Teaching."

History. Barnes' "General History."

General: "Freeman's General Sketch," "Epochs of Ancient History Series," and "Epochs of Modern History Series."

Science: "The Essentials of Botany," by Charles E. Bessey.

General Literature: Suggested by the board of control, but not required in the pledge. Swinton's "Classic Reader," and "The Princess" by Tennyson.

The Polk Co., Iowa, State Teachers' Reading Circle is a vigorous organization. Major A. W. Clancey recently delivered an opening address before one of its public meetings.

Supt. F. B. Gault, of South Pueblo, Colo., recently said in the Colo. *School Journal*, concerning the R. C. movement:

"Is the scheme desirable, viewed in the light of actual results? I am too old a man to be led by a "rage" by the agents of publishing houses that have books to sell, by projects that have no coherent force, that in their nature are necessarily ephemeral. What are the positive, tangible results in those states where circles have been operative?

Is the plan a feasible one for us here on the crest of the continent? Can circles be sustained in our villages and cities?

On account of our sparse population we have few organizations of teachers, few teachers' institutes, associations, and the like. A circle may organize with a limited number. There being no expense save for pure base of authorized books, the support of the organization is inconsiderable. Might not the circles lead to other and more extended organizations? It would seem that the reading circle might easily awaken professional enthusiasm and interest that would naturally seek wider and more formal expression."

FOR THE SCHOLARS.

*SONGS FOR THE PRIMARY CLASSES.**

I.

THUMBKIN SAYS I'LL DANCE.

Thumbkin says I'll dance,
Thumbkin says I'll dance,
Sing and dance ye merry little men—
Thumbkin says I'll dance.

While singing the first two lines the thumbs move lively; at the third line, both thumbs and fingers move; at the fourth, thumbs only. In the second verse *Pointer* is used in place of *Thumbkin*; in the third *Longman*; in the fourth *Goldman*; in the fifth *Littleman*; and in the sixth *Allmen*. The fingers indicated move during the singing.

II.

ROSE-BUSH, OR WINTER-ROSE.

All trees are lifeless, and the north wind roars;
I've a little rose bush that I keep indoors;
Close beside my window, in a box it grows.
Rose-bush, rose-bush, won't you give to me a rose?

When the spring comes, bringing pinks and violets blue,
You'll be scarcely needed, now's the time for you;
Now when all around you lies the drifted snow,
Rose-bush, rose-bush, won't you give to me a rose?

I have bro't you water, set you in the light,
Kept a fire to make you warm enough at night;
You've been kindly treated, everybody knows.
Rose-bush, rose-bush, won't you give to me a rose?

Ah! I see a tiny bud upon your bough;
There's a pretty blossom growing for me now;
Then you little rose-bud, now before it blows,
Rose-bush, rose-bush, won't you give to me a rose?

III.

BUSY CHILDREN.

Planting the corn and potatoes,
Helping to scatter the seed,
Feeding the hens and the chickens,
Freeing the garden from weeds,
Driving the cows to the pasture,
Feeding the horse in the stall,
We little children are busy,
Sure there is work for us all.

Spreading the hay in the sunshine,
Raking it up when it's dry,
Picking the apples and peaches,
Down in the orchard close by,
Picking the grapes in the vineyard,
Gathering nuts in the fall,
We little children are busy,
Sure there is work for us all.

Sweeping and washing the dishes,
Bringing the wood from the shed,
Ironing, and sewing, and knitting,
Helping to make up the bed;
Taking good care of the baby,
Watching her lest she should fall,
We little children are busy;
Yes, there is work for us all.

Work makes us cheerful and happy,
Makes us both active and strong,
Play we enjoy all the better,
When we have labored so long;
Gladly we help our kind parents,
Quickly we come at their call;
Children should love to be busy;
Yes, there is work for us all.

IV.

WHO TAUGHT THE LITTLE BIRD.

Who taught the bird to build her nest,
Of wool, and hay, and moss,
Who taught her how to weave it best
And lay the twigs across?
Who taught the busy bee to fly
Among the sweetest flowers,
And lay her store of honey by
To last in winter hours?

Who taught the little ant the way
Its narrow nest to weave,
And through the pleasant summer day
To gather up its leaves?
'Twas God who taught them all the way,
And gave their little skill;
He teaches children when they pray
To do His holy will.

V.

THE SWALLOW.

The swallow is a mason,
And underneath the eaves
He builds his nest and plasters it
With mud, and hair, and leaves.

The oriole is a weaver,
Of all I know the best;
High on the branches of a tree
He hangs his cosy nest.

The wood-pecker is hard at work,
A carpenter is he,
And you can hear him hammering
His nest upon the tree.

VI.

SUPPOSE A LITTLE COW-SLIP.

Suppose a little cow-slip should hang on its golden cup,
And say, "I'm such a tiny flower, I'd better not grow up;"
How many a weary traveler should miss its fragrant smell?
How many a little child would grieve to lose it from its dell?

Suppose a glistening dew-drop upon the grass should say:
"What can a little dew-drop do, I'd better roll away;"
The blade on which it rested, before the day was done,
Without a drop to moisten it would wither in the sun.

Suppose the little breezes, upon a summer's day,
Should think themselves too small to cool the traveler on his way;
Who would not miss the smallest, the softest ones that blow,
And think they made a great mistake if they were talking so?

VII.

THE SHOEMAKER.

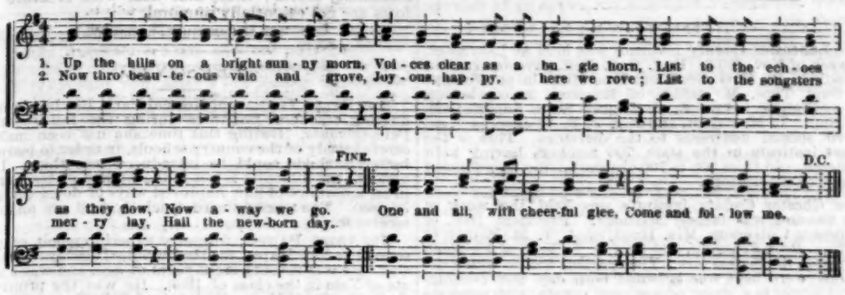
As wandering up and down one day,
I peeped in a window just over the way,
And putting his needle through and through,
There sat a cobbler making a shoe.

Chorus: Rap-a-tap, tap, and tic-a-ta-too,
This is the way to make a shoe,

*Selected from "Merry Songs and Games," by Clara Beeson Hubbard.

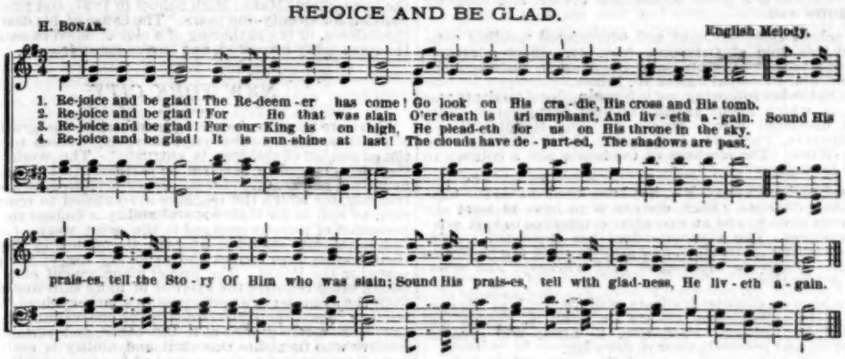
UP THE HILLS.

ROSSINI.



REJOICE AND BE GLAD.

H. BONAR. English Melody.



O'er lasts of wood, his bits of leather,
He stretches, and fits, and then sews together,
And putting his waxed ends through and through,
And still as he stitches his body goes too.

Chorus:

With his nice little awl he maketh a hole
Right through the upper, and then through the sole;
He puts in a peg, or he puts in two,
And ha, ha, ha, ha, as he hammers them through!

Chorus:

So the cobbler works thro' the wind and weather,
With his hammer, and awl, and bits of leather;
And what in the world would you and I do,
If there was no cobbler to make us a shoe?

Chorus:

For the SCHOOL JOURNAL.

GENERAL INFORMATION QUESTIONS.

(FOR THE SCHOLARS.)

1. Tell where Burmah is.
2. What war is in progress in Europe?
3. Write the full name of this country.
4. Name the states which excel in the following productions: (a) corn, (b) wheat, (c) oats, (d) potatoes, (e) sweet potatoes, (f) tobacco, (g) cotton, (h) wool.
5. What state produces the most maple sugar?
6. What city in this country is called the "Garden City?"
7. Who are called "Hawk-eyes?"
8. What is a maxim? Name three.
9. When the pendulum of a clock is lengthened does it gain or loose time?
10. Where is Bunker Hill?
11. What is a patent?
12. Where is the eastern terminus of the Erie canal? Where the western?
13. At the close of what year will the twentieth century commence?
14. What American city stands first in the production of flour?
15. Can a woman practice law?
16. Which is the chief pork-packing city in this Union?
17. Who was Napoleon? Where did he die?
18. Who wrote "Hail Columbia?"
19. Who wrote the "Star Spangled Banner?"
20. What is petroleum? From whence does it come?
21. What country produces over one-half the coffee of the world?
22. What city is celebrated for its laundries?
23. Pronounce the word *laundry*.
24. What productions are called *grains*?
25. Who was Benedict Arnold?

BURGOYNE'S SURRENDER.

Burgoyne left Canada with an army variously estimated at from 7,000 to 10,000 men, composed of British, Hessians, and Indians.

The Americans feeling unable to defend Crown Point and Ticonderoga abandoned these important posts on the approach of the enemy, and then, after some slight skirmishing, established themselves under Schuyler, at the mouth of the Mohawk. When, a few days later, Gates arrived to take command, he found an army of upwards of 13,000 men ready to march.

Before Burgoyne started on his disastrous expedition, it had been arranged that Howe should move up the Hudson from New York, and that the two "conquering heroes," should meet at Albany.

Howe, without notifying Burgoyne, had changed his plans. He had quitted New York, leaving Clinton in command with only about 3,000 men, and no orders to march north.

It was to this misunderstanding among the English commanders that the success of the Americans was mainly due.

Burgoyne, flushed with his first successes, expected to have a holiday march through the country to Albany. But his triumphing was short. He had an army of ten thousand men to provide with food, and food was not always to be had. Foraging parties were constantly out, but the foragers often returned, not only empty-handed, but driven back shamefully to their camps by the neighboring militia.

Learning that great stores of provisions were at Bennington, Burgoyne sent Colonel Baum with 6,000 Hessians to capture them. The Hessians were met by the Green Mountain Boys, under Stark, and a fierce battle followed.

The result was summed up in Stark's grim sentence: "Boys, we have lost some dear friends, but Burgoyne has a thousand less to feed to-night."

The miserable condition of the roads, and the constant skirmishing of the enemy, so impeded Burgoyne's progress that he scarcely advanced a mile a day.

And now the American army, constantly re-inforced from all quarters, began to hem him in.

On the 19th of Sept., the two armies met at Stillwater. A severe engagement followed, in which both sides claimed the victory.

About two weeks later another battle was fought at Saratoga. Here Arnold displayed his customary reckless daring, the daring which had made him such a favorite with the army.

Although the result of the battle was not decisive, Burgoyne felt that he was beaten. He could do nothing more without assistance from Clinton; and Clinton, totally ignorant of what was taking place in the north, was resting idly in New York. Finally, however, one letter escaped the watchful American scouts, and fell into Clinton's hands. From it he learned of Burgoyne's march through the northern wilderness, and of the cruel strait in which he then was.

Without an hour's delay, Clinton put his troops in line to go to the assistance of his countrymen. He made forced marches up the Hudson, capturing or destroying everything that opposed his progress. But his help came too late.

Burgoyne, despairing of assistance, and hemmed in by enemies, surrendered to Gates, Oct. 17, 1777.

The news of this great victory spread the wildest joy and enthusiasm throughout the country. Thousands of Tories, now feeling sure that the Americans would win, flocked to Gates' camps, and the men whose time had expired, willingly re-enlisted for another campaign.

The splendid army under Burgoyne, an army from which so much had been expected, found itself after being repulsed in two engagements, compelled to surrender to an enemy they had been taught to ridicule and despise.

Another fruit of this victory was the signing and publishing of the treaty of alliance between France and America.

In the British parliament, Pitt made it the occasion of one of his greatest speeches against the oppressor of the colonies, closing his harangue with the burning words: "If I were an American, as I am an Englishman, while a foreign troop was landed in my country, I never would lay down my arms—never, never, never!"

HISTORIAN.

FOR NOTE-BOOK.

Burgoyne's army.
Burgoyne's successes.
Bennington (Baum and Stark).
Stillwater (Gates).
Saratoga (Arnold).
Clinton's march.
Causes of Burgoyne's surrender.
Effects in America.
Effects in France.
Effects in England.

THE THINGS OF TO-DAY.

It is becoming more and more plain that Austria and Russia will take sides respectively with Servia and Bulgaria.

England has uniformly snapped her fingers at Ireland. Ireland in Parliament has been a nuisance, and very stringent means have been used to suppress her. Now, however, England will be driven to a choice between the two horns of a dilemma. The Parnellite vote must be bought at the price of cumulative concessions to Ireland, or the moderate liberals and the tories must bury the hatchet, and by their united strength suppress the new autocrat.

The liberals made decided gains in the county elections yesterday, and are beginning to hope for a good working majority in the next Parliament. The new voters, it seems, were not relied upon in vain by their enfranchisers.

The news that comes over the cable of election riots in every part of the United Kingdom ought to make every American citizen appreciate his political blessings. So far as good order goes, we are far ahead of the English in our manner of conducting elections.

The capture of the Peruvian capital by Gen. Caceres appears to be an authentic event; and the fall of Lima and the future of Peru as effected by it are now the subjects of speculation throughout the whole world. Caceres has conquered Iglesias in battle, but can he also conquer at the polls? A commission is now in charge of the government.

France should evacuate both Tonquin and Madagascar, but from neither country should French troops be withdrawn before provision has been made for the proper protection of Europeans.

King Theebaw has descended the Irrawaddy as a prisoner of war, and he should never again ascend that river or the Burmese throne. It is probable that he will not.

The war between Servia and Bulgaria, in itself earnest and bloody, is still more serious because it may soon involve the three empires of eastern Europe. Servia is the aggressor; King Milan, in his proclamation on the 14th, explained that "Servia cannot allow Bulgaria to disturb the balance of power in the Balkans to her exclusive advantage,"—*i.e.*, by adding Eastern Roumelia to her territory. This is, apparently, the real and sole cause of the present conflict. Russia will support Bulgaria, as her ally,—being abundantly opposed, of course, to Austria and all her plans. It seems, however, that the Czar does not care to see Bulgaria grow into a strong and vigorous nationality, interposing itself between his encroaching empire and the coveted remnants of European Turkey. The policy at St. Petersburg, therefore, is to let Servia batter Bulgaria as much as she can, and not to aid the latter until the time of extreme need, and then simply to prevent Austria from reaping too much advantage by Servia's successes.

"In such an hour as ye think not." General McClellan Vice-President Hendricks, and the merchant Claflin have recently been called away without warning, and now the richest man in the world, William H. Vanderbilt, drops dead. Of his work and character we shall speak in the future.

Senator Sherman, of Ohio, has been chosen president of the Senate. This makes him acting vice-president of the United States.

President Cleveland's message to Congress is a long and able document, and should be carefully read. It makes no reference to education or the Educational Bureau. We do not understand the cause of this omission.

EDUCATIONAL NOTES.

NEW JERSEY.

The following subjects will be discussed at the twenty eighth annual meeting of the State Teachers' Association, to be held at Newark, Dec. 29-30.

"Teachers' Reading Circles," Principal B. C. Gregory, Newark; "Science Teaching in Schools," Prof. P. T. Austen, of Rutgers College, New Brunswick; "Teaching Pupils to Think," by Supt. Edson, Jersey City; "Industrial Education," Rev. G. C. Houghton, county superintendent, Hudson County; "Report of Committee on Sub-primary Instruction," Supt. Meleney, chairman, Paterson.

CHARLES JACOBUS, Pres., New Brunswick.
A. B. GUILFORD, Sec., 297 Webster Ave., Jersey City.

The Board of Education of Jersey City has been at work for several months regrading the salaries of the teachers. Hitherto, the salaries have been arranged according to the grade of work; but so many were the changes and exceptions, that thirty-two different salaries were being paid.

Not only were the inexperienced teachers placed in charge of the younger classes, but the teachers were always working for the grade next above, in order to get the increase in salary.

With the present arrangement, the term of service will determine the grade of salary, without regard to the grade of work or size of the school. This will allow the retention of teachers where they can do the best work. Teachers of less than two years' experience will receive the minimum salary; for the next three years they will receive an increase of $108 each year; and after that (five years' service) the maximum salary, which is an increase of $144 above the medium.

Owing to the crowded condition of the schools, especially in the lower primary grades, the V. and VI. grade classes will be divided and half-day sessions granted.—A. W. EDSON.

NEW YORK.

Mrs. Sara F. Fletcher, for many years teacher of methods in the Geneseo State Normal School, and more recently superintendent of the teachers' class in Saratoga Springs, has become principal of the school formerly under the care of Mr. Jared Barhite, who has been transferred to the care of another district in the same city.

The National Summer School of Methods will hold its second session at Saratoga Springs, three weeks, from July 19, to Aug. 7, 1886.

At the close of Wednesday's session of the teachers' institute, at Ballston Spa, a meeting was held at which was organized the Saratoga County Teachers' Association. Supt. E. N. Jones, of Saratoga Springs, was elected president of the new organization for one year. Principals Ashley, of Waterford, and Bunyan, of Ballston, were chosen vice-presidents; and Principal Weinman, of Schuylerville, was made secretary and treasurer. An executive committee was appointed, consisting of ex-Commissioner Roe, of Ballston Spa, Principal Ames, of Stillwater, Fred. Peck, of Dean's Corners, and Commissioners Weeden and McCormick, whose duty it is to appoint a time and place for the first meeting, and to prepare a program of exercises therefor. Considerable interest and enthusiasm were manifested in the project, and there are abundant reasons for expecting good things of this organization.

The principals of the union schools of academic grade met at Dunkirk, Saturday, Nov. 28, 1885, and organized the Chautauqua County Academic Teachers' Association, with P. K. Pattison, of Westfield, president; S. H. Albro, of Fredonia, vice-president; and A. M. Preston, of Silver Creek, secretary. The constitution calls for at least three meetings each school year—one during the winter holiday vacation; another during the week in which the Chautauqua County Teachers' Association holds its annual meeting; and the third during the week of the county institute.

The objects of the association are: The cultivation of a fraternal spirit, and an intimate acquaintance among its members; the discussion of methods and the suggestion of expedients in both supervision and academic class-work; the discussion of needed reforms in school law, school management, and public sentiment, and the promotion of such reforms by united action.

The following resolution was adopted: "Resolved, that this association respectfully recommend to the Board of Regents that, beginning with the next school year, there be a mid-winter regents' examination." It is the unanimous feeling of the principals of our academic schools that there should be but two regents' examinations during the school year, and it is proposed to send a representation to the next meeting of the regents at Albany to petition for the same.

The president and secretary will be pleased to correspond with principals of academic schools in other counties regarding this matter.

NORTH CAROLINA.

Dr. J. L. M. Curry, in his most able report to the trustees of the Peabody Fund, at their last meeting in New York City, spoke of the marked enthusiasm of the teachers' institutes in Virginia, and of the benefit the teachers received from Prof. T. J. Mitchell's valuable experience and culture. He also called attention in the same report, to the establishment of a training department for teachers in connection with the city schools at Charlotte, which, under Prof. Mitchell's supervision, have grown to be models of excellence, and are exerting an influence in favor of public education that is worthy of the highest praise.

OREGON.

The third annual catalogue of the Oregon State Normal School, located at Monmouth, contains 36 closely printed pages of information concerning the school and its relation to educational work in general. The faculty consists of seven professors. There were 202 students last year, and seventeen graduates. The diplomas authorizes the holders to teach in any school in the state without further examination. The course of study is full and very practical. The president is D. T. Stanley. The success of this school is an important matter, as its work is much needed in improving the public schools.

Prof. Ladru Royal is the efficient principal of the Oregon City public schools. This is his second year in the schools of that city.

State Superintendent McElroy held a teachers' institute in Portland, Nov. 27-28. It is one of a series of teachers' meetings which he is required by law to hold in various parts of the state.

Prof. C. W. Roby, who was recently appointed postmaster in Portland, severed his relations with the Park Street School last Wednesday. He has been principal of this school for a number of years.

PENNSYLVANIA.

The Lancaster County institute was held at Lancaster, the week of Nov. 9-13. Prof. S. S. Neff, gave instruction in reading; Dr. G. G. Groff and Mrs. Hunt in physiology; and Supt. Thos. M. Balliet, of Reading, in psychology and arithmetic. Hon. E. E. Higbee, State Superintendent, Supt. T. M. Balliet, and Hon. J. P. Wickersham, delivered special addresses to the directors. This is the largest institute in the state, 700 teachers having been registered, and from 500 to 700 visitors having been present at some of the sessions.

The Chester County institute was held the week of Oct. 19, and was largely attended. President Hill, of Lewisburg University, Mrs. Hunt, Supt. T. M. Balliet, of Reading, Prof. Sensenig, and Prof. S. S. Neff, of Philadelphia, were the instructors. The spacious hall in which the sessions were held was crowded both day and evening. West Chester is a great educational centre, and supports institutes well.

A school entertainment and educational meeting combined was held at Orbesonia, Nov. 14. Short addresses were delivered by County Supt. Brunbaugh, Director B. F. Ripple, and Principal James W. Elliott.

On Saturday following, an interesting local institute was held, in which about thirty teachers participated. Subjects discussed were: Music, Spelling, Regularity and Punctuality, Parental Co-operation, School Tactics, and Busy-Work. The teachers of Orbisonia edit a column in their local paper.

Huntingdon County, Pa., has been divided into six local institute districts. Each district is to have at least one monthly session, and an executive committee to look after the business. The superintendent has appointed a number of visiting instructors, and attends all of the institutes he can. A parents' meeting is held whenever and wherever practicable.

The Mercer County institute will be held at Mercer, Dec. 14-18. The instructors are Dr. John H. French and Prof. F. M. Bullock. Prof. Geo. E. Little will give instruction and entertainment in drawing.

UTAH.

There are three local free schools in Weber County. Ogden City has some fine public school buildings, and the schools are among the leading ones in Utah. Recently, Prof. T. B. Lewis, an old, tried, and talented teacher, took charge of the Central School. He has an able corps of teachers. There are over 800 students enrolled in the district schools of Ogden

The Weber County Teachers' Association meets regularly once a month; and every Friday evening the Ogden City teachers meet to report their week's work, and to discuss school topics.—E. E.

GOOD THINGS FROM THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

From a paper on The Teachers' Reading Circles by Hon. T. W. Bicknell:

"The teaching guild or profession of America numbers 300,000 persons—four times as many as the legal profession, and five times the clergy. Its influence is more powerful, in many respects, than all other professional classes combined, in that it touches the larger portion of the children of the nation at the most receptive period of life, and aids in determining the scholarship, character and conduct of the people in largest measure. Yet its great lack hitherto has been, not an enthusiastic following, but educated, well-read followers; and this has been their misfortune, rather than their fault. The practical duties of the daily life of teaching has destroyed creative literary promise, and the toil of the school-room has unfitted for the studies of the philosopher. The educational renaissance of the century is taking place, and the teachers of the country are alive to its great significance; and the reading circle movement is the greatest evidence of the depth of the movement. Our reading and studying should have much to do with the work and results of our predecessors and with the principles which have been brought out in the thought and experience of others. Teaching will be numbered among the professions when it has a literature, and its licentiates read it, both in its textual and its professional aspects; for without written principles and well-established traditional practice, the profession is empirical and the professor a theorist. The literature of our profession is now rapidly increasing, and the teachers are becoming readers of it. At least 75,000 teachers in the United States are now reading methodically and professionally. The significance of the movement consists in the prompt creation of a valuable literature, and also the spontaneity of the reading revival in all quarters. The reading circle has come to stay, and in its issue we shall have a literature which shall be worthy of the educators of a great people."

From an address by Dr. Wm. T. Harris, of Concord, on the Moral Element in Intellectual Education:

"The strictly moral education is gained and taught chiefly by practice, and not by teaching intellectually what is good and holy. The chief moral element in common school instruction comes from its wholesome discipline. Knowledge is of two kinds. One kind of knowledge, perhaps, is indifferent to the conduct of men, while the other relates to the effects of human deeds as they come back upon the individual. This kind of knowledge has been dignified by the name of wisdom, and is certainly moral knowledge. It is of two kinds; one, simply negative but thoroughly moral, and the other moral and positive too. It is an error that mere intellectual education is immoral or may feed immorality. Those subjects of study which relate to man or give an insight into the nature of the soul, are essentially moral; those that deal with creature comforts are not essentially immoral.

[To be Continued on page 353.]

PERSONAL.

MISS BELLE THOMAS, of Normal Park, Ill., has been conducting teachers' institutes during the fall months in Pennsylvania. During this time she has been making a careful study of the country schools, in order to learn how better methods could be introduced into them. In her opinion, the difficulty is not in the ability of teachers, but in an ignorance of how improved ways of doing things can be used. The teachers need teaching, and are anxious to receive it.

MR. ARIEL PARISH, formerly superintendent of public schools in New Haven, died last week—Tuesday—at Denver, Col. He was seventy-eight years of age, and was a graduate of Yale in the class of 1835. He was the principal of the Springfield (Mass.) High School in 1827, and filled that position for twenty-one years. The cause of his death was thrombosis, or the gathering of a clot of blood in an artery. He was highly respected, and leaves many friends.

NEW YORK CITY.

There are no more deserving members of the great body of public servants in this city, than the women to whom the education of children is entrusted. The work which they are engaged to perform is particularly hard and exhausting, and requires for its proper performance a special training, for which the teachers are entitled to remuneration, as well as for their natural ability. To base the compensation of persons engaged in the great work of education in this city upon the average attendance of pupils in their schools is an unjust and arbitrary use of the power vested in the Board. The proper management of a small school often requires the exercise of more skill and ability than the same service performed in a larger school, for the obvious reason that the classes in the one, cannot of necessity, be so nicely graded as in the other, and certainly the teacher who furnishes this skill and ability is entitled to have it recognized in the amount of her compensation.

What the female teachers demand as their right is not an increase of salary; they wisely recognize the fact that the present is not the time to ask for that. They protest, however, strongly, and, as we think, reasonably, that there shall be no reduction in the salaries now paid them. The new schedules propose a reduction of some, and an increase of other salaries, and singularly enough, the reduction generally falls upon teachers of many years of faithful labor in our schools. If there is any department of intellectual labor in which experience should be counted to the credit of the worker as enhancing the value of services rendered, it is the department filled by the school-teacher.

The following correspondence will explain itself.—ED.:

To the Editor of the School Journal:

DEAR SIR:—In the JOURNAL on Nov 7, I read an article with reference to the death of Miss Catherine V. Gregory, late a teacher in Grammar School No. 50.

I have received a copy of a communication written by Miss Matthews, principal of the school, addressed to the Board of Trustees of the Eighteenth Ward, with reference to Miss Gregory. From my knowledge of the case, I am able to fully substantiate the statements made, and request you to publish it in your JOURNAL at an early date. Yours very truly,

ALEX. MCL. AGNEW,
Inspector in the Fifth School District,
15th and 18th Wards.

To the Board of Trustees of the Eighteenth Ward:

GENTLEMEN:—I have noticed in the daily papers a statement that "the death of Miss Kate V. Gregory, late a teacher in Grammar School No. 50, was the result of sheer exhaustion from overwork in her profession." I believe your body to be perfectly well aware that this statement is not correct.

Miss Gregory had been in delicate health for *several years*, and had frequently been absent from duty and under a physician's care.

In 1881, suffering from an attack of pleurisy, she applied for leave of absence for three months, which was granted with *full pay*. In 1883, she had an attack of pneumonia, and was again excused for one month, at this time her substitute's salary, amounting to less than half her own, being deducted. From Feb. 1, 1885, till vacation in July, August, and September, she was again excused, receiving the portion of her salary not paid to her substitute.

She returned to school at the opening, on Sept 14, apparently greatly improved in health, and thought herself fully equal to the demands made by her class-work upon her strength; but in the first week of the present month, she was attacked, as I am informed, with pleurisy and congestion of the lungs, which finally proved fatal, and she died, Oct. 15.

Miss Gregory's school duties were performed under very favorable circumstances. She had a good-sized class-room, well lighted by three windows, and her class generally numbered less than forty. She was very fond of her work, and her attachment to her school was very strong. During her frequent illnesses she always spoke of it with great affection, calling it her "dear No. 50." There was a strong bond of sympathy and friendship between her and her associate teachers, to whom she endeared herself by her unfailing cheerfulness.

She certainly was *never overworked*, and *never* gave the least impression that she thought so. In writing to me, her notes are generally signed, "yours gratefully and affectionately."

In my communications to the board with reference to her frequent leave of absence, I have repeatedly borne testimony to her faithfulness, her ability, her excellent influence, and her uniform success. Respectfully,

LETITIA MATHEWS, Principal G. S. 50.

Assistant Superintendent Jones addressed the primary teachers last Monday afternoon, at Grammar School No. 47, on "Practical Arithmetic."

The Primary Teachers' Association, at their meeting last Monday, resolved to ask the Board for a schedule of salaries based on longevity of service.

HORSFORD'S ACID PHOSPHATE.

FOR ALCOHOLISM.

Dr. J. S. HULLMAN, Philadelphia, Pa., says: "It is of good service in the troubles arising from alcoholism, and gives satisfaction in my practice."

LETTERS.

(1) Would you advise the use of Calkins' Reading Cards before Appleton's First Reader? (2) Would you teach phonics so early and so thoroughly as Mr. Calkins advises? (3) Would you, after a few lessons in reading, teach the letters? (4) Do you advise placing the second and third readers in the hands of the pupils during study hours, or only during the reading exercise? (5) What history could I put into the hands of a boy about thirteen, who has no inclination for books or study, that would be likely to interest him? M. E. J.

(1.) Yes. (2) There is a decided difference of opinion on this subject, and much to be said on both sides. The topic will probably be discussed in our columns before long. (3) No. (4) We believe the better way is to first familiarize them with the words they are to meet in a new lesson, by means of conversation and writing exercises, and to put the book in their hands only when they are about to read the lesson in class. Then the matter is fresh and keeps up an interest. (5) Try "Stories of the Old World" and Kingsley's "Greek Heroes," published by Ginn & Co., Boston. If he takes to these, give him Barnes' "General History" and their admirable "Brief History of the United States."

I believe I am not boasting when I say that my school is considered, by those who know anything about it, a good one. Self-government is our motto. We never allow ourselves to grow weary, but always have merriment enough to drive dull care away. Our school-room is furnished with nearly every thing that we could wish for; the patrons are all interested and anxious that we shall be well provided for. But one thing I feel sad about, and that is the nomination by both parties of men that have not had the necessary experience in the school-room, for county superintendent of schools. I think that, in school matters, at least, it is time "the eternal fitness of things" was considered, instead of political influence. S. A. S.

Here is a point "I've longed to know" since reading the JOURNAL of Nov. 28: In what way, and to what degree, is it harder to guide and manage boys, than to train and stimulate girls in the school-room? Are not the objections to the boys—their force, energy and activity—(which, if wrongly expended, is the teacher's fault or incapacity)—just the forces which are needed in the world? To guide and utilize what the boy has by nature, is surely no more difficult than to inspire the girl, who equally needs, but is without them. Is the power of inspiration beneath the ability to direct and handle forces already created? The one is only a driver—the other a creator. Your querist has never known a teacher who failed to cope with and govern boys, who was fit to train girls.

If a girl be only that aimless, fanciful factor which too many homes, schools, and society train her to be, it is because some one has failed to do his duty. Some one must fit her for the trials and responsibilities of her future as a wife, a mother, or a teacher. Some one must develop in her that activity and energy which is already abundant in the boy, and which would be in the girl but for the restraints society has always put upon her. Does this take less ability than to direct the active energy of the boy. A TEACHER.

What teachers should do for the girls under their charge, you have stated without exaggeration. But these are not what they are required to do in too many school-rooms. They are not asked to educate their girls to become women, but to keep them quiet and see that they perform certain tasks. Because it is easier to accomplish this with a class of girls than with a class of boys, the pay, very justly, is rated accordingly. But—these things ought not so to be.

Will you give me a list of words by which the principal merits or demerits of a literary production may be denoted?

The following will illustrate what I mean: In teaching English literature, I have found it a very interesting and profitable exercise to have my pupils, in preparing a lesson from a selection of an author's writings, to indicate their opinions of that which they have read by a system of marking. For example: 1, 2, 3, 4, etc., are used to represent approval, disapproval, clearness, elegance, etc.

I desire a more comprehensive list of such words which I may have thoroughly studied, so that each pupil shall be able to apply them intelligently.

The advantage of such a system of marking in developing literary taste, and the habit of independent thinking on the part of pupils, must be apparent. H. A. B.

If the class is sufficiently advanced, it might be well to make quite an extended list of terms descriptive of style, pleasing and otherwise, and by furnishing examples of each, lead the pupils to discriminate and apply the appropriate ones. The following are some of the styles that please: clear, simple, concise, forcible, elegant, vigorous, vehement, thrilling, emotional, genial, humorous, confidential, natural, smooth, delicate, exact, vivid, logical, symmetrical, sparkling, ornamental, figurative, sublime. The following are to be avoided: obscure, complicated, diffuse, labored, florid, dry, methodical, frigid, bland, bombastic, abrupt, stately. The last two, however, may be permitted when they are in keeping with the character of the subject.

What do you mean by the perception of the number to be learned (S. J., Nov. 21). When we speak of the percepts of an apple, we mean the color, form, texture, etc., and these, taken together, constitute our concept. In like manner, in order to have a concept of nine, we must have percepts of the constituents of nine. In order to know a thing we must compare it with other things, noting their resemblances and differences. A child cannot know that nine apples are nine apples, and not six apples, unless he notes not only a difference, but the amount of difference. In like manner, he cannot know six unless he sees that it is not one three, but two threes, or nine unless he sees that it is not one three but three threes. In short, he must see the equal and unequal numbers in nine, and *that make* nine; he must analyze and synthetize nine, *i. e.*, perform with it the four or five fundamental operations. In studying a number, one must see in what particulars it is like and unlike other numbers already familiar. Can this be done without mixing the four or five operations?

I quite fail to see how knowing a figure helps in the perception of a number. Does a figure express more than a word or words? I cannot see in a figure anything more than a *mechanical convenience*. Long and complex operations can be carried on in the head without the mental picture of a figure ever appearing. And then, how is it with blind people?

Normal Park, Ill. A. E. JONES.

I would like to say to "Emma," that it is "just what we *are*" that impresses itself upon those with whom we come in contact, and particularly upon the impressable little mortals in the school-room. Children are quick to see, and to judge of us according to our true worth, and all our *talk* will go for worse than nothing, unless it be the expression of our true selves; hence, our unconscious influence is ever leaving its mark, and helping to mould the character of our children for better or worse.

We are all so intensely human—teachers and children—that we can hardly hope to ever reach our ideal; and we come so far short of it, that we often feel we are not fit for so great a work, and have serious thoughts of leaving it for something less weighty in responsibility. Such at least is my experience.

But in the moments of our greatest weakness our influence may be strongest, for good or evil, according as we show ourselves willing, or otherwise, to confess our wrong, even to the humblest child.

I once had in my grade—first primary—a big, overgrown colored boy of fourteen or fifteen, who was both stupid and troublesome. My patience was often sorely tried, as, besides this annoyance, I registered over a hundred pupils, and averaged about eighty. I was often guilty of impatience, and often went home at night feeling very much discouraged with myself and my work, though I did mean to be just and kind to all.

One day this "big boy" did something very annoying, and as I was standing near, I turned quickly and hit him a severe slap on the cheek. I could have hidden my face in shame the next moment, and when I saw the tears trickling down his face I could have cried too. But I said to him: "Fred, you try my patience very much; but I am sorry I was so hasty. Try to do better and I will try to be more patient." The children listened with wide open eyes, and young as they were, they understood the case, and felt the influence of that confession from their teacher to a poor colored boy.

I speak of this, not in any spirit of self-emulation, but with a desire to give help by sympathy to those who may be equally tried, and to show, as I have said, that our influence is in the outward expression of our inner selves. PRIMARY TEACHER.

Will you allow me space in your JOURNAL to say a few words to my fellow-teachers in regard to the important and vital subject of pure, bright and elevating reading for our boys and girls? I have always advocated the right class of reading for them, but never till now has the fact come with such force to me, that we, as teachers, are far too negligent—yes, indifferent—about the character of reading that is in the hands of our boys and girls. Some results of the fatal effects of the children being left to "pick up" their own reading has lately come under my observation, and has prompted me to write this letter.

My dear fellow-teachers, the subject of pure, instructive reading for our young people is one of the utmost importance. The only way we can successfully combat and overthrow the pernicious influence of the impure, trashy, sensational literature which is being sown all over the land by willing emissaries of the Evil One—who, for the sake of pecuniary gain, do not hesitate to rob childhood of its purity and loving innocence—is to see for ourselves that our boys and girls are supplied with a class of reading that, while pure and attractive, is also interesting and educative. Are we, as teachers, as much interested in this matter as we should be? Do we fully realize that an impure book, paper, or magazine, or, that which is almost as bad, trashy, sensational, unreal reading, will injure the growing mind of a child more than we can benefit it, perhaps for weeks and months? Perhaps a single reading of a book or paper of the character spoken of, will plant a seed which will spring up and strangle all of the best elements of the child's nature. Oh, that we, as teachers, could realise that *upon us* depends, to a large extent, the class of reading for the young in any community! We have influence over the parents of our boys and girls, as well as over the children themselves. Let us realize that we will be held to account for the manner in which we have exerted this influence. Children will read something; *that* we can depend on. It is for our interest, as teachers, to encourage this reading. Let us use our influence to place such reading in their hands as will be helpful and strengthening; reading that will incite a desire for truth, purity and knowledge. There are many books, papers and magazines of this nature. I have made a careful examination and study of several magazines which are published for the young people. Of those I have seen, I would personally recommend TREASURE-TROVE AND PUPILS' COMPANION. I believe a bright, entertaining magazine, coming as it does from month to month, will be of the most helpful nature, as most fully meeting the wants and needs of the young people. It is pure in thought and language, entertaining and attractive in general features, and educative in its tendencies. It has about it the spirit of progress and well-doing. I mention this in the interest of our boys and girls. As I have said, there are several other excellent magazines. But see to it, that your boys and girls are reading something which will benefit them. At this time of the year, when so many parents and teachers are looking about for suitable holiday presents, nothing will be more acceptable "all the year round," or of so much real benefit to a boy or girl, as a pure, bright, instructive magazine.

A FELLOW WORKER.

ANSWERS.

107. A cat can see in the dark, because it has the power of widely dilating the pupil of the eye, receiving many more light-rays than during the day, when the pupil is exceedingly small and elliptical. S. A. S.

108. Flowers and all vegetable growth, in the day-time, take up the carbonic acid gas given off from the lungs of persons, and give off in its place oxygen, which is necessary to all animal life. In the night, instead of giving off oxygen, they give off a very small amount of carbonic acid gas, the same as persons do, which vitiates the air and renders it unhealthful. D. D. C.

109. The meridian passing through Greenwich, near London, is called the prime meridian of the world. D. D. C.

111. (a) A fowl does not use its wings to any extent; hence the muscles which operate them are white. Exercise calls the blood to a muscle and darkens it. (b) The muscle is sufficiently elastic. Were the tendon also elastic, the contraction of the muscle would simply stretch the tendon, instead of, as now, producing motion. (c) Because rubbers are not porous. (d) Because of the abundance of pigment in the skin of the brunette. (e) If by "nature," life is meant—no. It forms only during decay of vegetable substances. D. W. M.

115. By originality is meant the power of the mind to create, combine and express new conceptions of real or unreal things. Thus Poe, listening to the raven's dreary monotone, "Nevermore," created, combined and expressed some of the most wonderful thoughts. By the study of others' creations the mind is led to form like images; and thus attains the power of forming independent ideas. Likewise, by the study of their combinations, the power of new combinations is gained. The most imaginative and striking writings are best adapted for the fullest development of originality of thought. G. W. F.

116. Some, always having numerous branches, are called trunk lines, in contra-distinction from branch lines. D. W. M.

118. 6¼c.

119. Ivory. D. W. M.

120. White is not a color, because it is a combination of all colors. Black is not a color, because it is the absence of color. G. E. M.

QUESTIONS.

205. Please give pronunciation of Frœbel. G. L. B.

206. Are teachers who teach in orphan homes entitled to attend a county Institute in Pa.?

207. Where is the township of land situated that Congress presented to La Fayette? A. L. B.

208. What do the words Ohio and Mississippi mean? H. H. H.

209. Where can I get the Blue Laws of Conn.?

210. Give a short sketch of the "Grand Mogul."

211. Where can I get a work on arithmetic that takes up the complete explanation and illustration of all the topics in same?

212. Where can I get a work that is full of fun for school entertainment? J. S. M.

213. What is meant by "Bland" dollar?

214. What Vice-President of the U. S. resigned his office?

215. Where is the "Golden Horn?"

216. Where can I obtain a biography of "Josh Billings?"

217. Where is the center of population in this country? W. H.

218. Who was called the "Sage of Kinderhook?"

219. What Presidents has New England given to the Union? M. H.

220. Why is the water of the Gulf Stream blue?

221. Why do sea-birds cease to follow ships along the desolate region in the South Pacific?

BOOK DEPARTMENT.

NEW BOOKS.

DAVY AND THE GOBLIN: or, What Followed Reading "Alice's Adventures in Wonderland." By Charles E. Carryl. Boston: Ticknor & Co. Price, $1.50.

This is the story of a little boy who, while waiting for supper on Christmas Eve, read "Alice's Adventures in Wonderland." He put the book away and sat dreaming before the fire, when the goblin appeared on the fire-post before him, and told him he was going to take him away on a believing voyage. Davy is forced to go, and they sail through the window into an enchanted land, where Davy sees the most remarkable things. He is fully convinced of the truth of all the wonderful stories he had ever heard or read; Jack and the Bean Stalk, Sinbad the Sailor, Robinson Crusoe, talking animals, etc. The book is quaintly illustrated, which is no small part of the attraction for the boy or girl reader.

AFTER ALL: A Novel, by Lillian Spencer. Chicago: S. C. Griggs & Co. Price, 50 cents.

For light reading during a leisure half-hour, this little volume is very acceptable, and while it is a true love-story, it is entirely free from all absurd romance and sentiment. Its plot rests mainly on the many little misunderstandings which so often arise among friends, and which, if left unexplained, tend to sever the friendships sometimes of years. In the present volume the friendship of schoolmates has grown into the friendship of women, and is nearly shattered by the suspicion that they both love the same person. The matter is finally explained, and smiles illumine the face formerly clouded by doubt.

The book is neatly printed and well bound in cloth.

CHILDREN'S STORIES IN AMERICAN HISTORY. By Henrietta Christian Wright. New York: Charles Scribner's Sons. 1885. 356 pages. Price, $1.50.

This book is an account of the most thrilling and romantic scenes in American history before the Revolution. Its style is attractive and simple for children who are just commencing to take an interest in historical events, and its stories are long enough to be most complete in outline. The author gives accounts of the Mound Builders, the early red men before the white men came, and what the Northmen saw and did. No attempt is made to eliminate the fictitious element, but many of the strange stories of those early times are told with most surprising minuteness and interest. How much of real wonder clusters around the names of Cortes, Pizarro, De Soto, Cartier, and Sir Walter Raleigh! The author has written the oft-told tales of these wonderful men in such a manner as to excite new emotions in an old head, and a wonderful longing in a new one, to know much more than is here printed.

TALKS AFIELD ABOUT PLANTS AND THE SCIENCE OF PLANTS. By L. H. Bailey, Jr. Boston; Houghton, Mifflin & Co. Price, $1.

This little book was written "for those who desire a concise and popular account of some of the leading external feature of common plants," and it is well adapted for that purpose. Everyone who is desirous of being well-informed needs to have a knowledge of plants and plant-life; but all have neither the time nor inclination to pursue the study of Botany. To this latter class the present volume is specially desirable, inasmuch as the subjects treated are presented in a readable, and at the same time instructive manner. The structure of this plant from the seed, through its various stages, until to full development, is described; the subdivisions of the vegetable kingdom; the plan of classification, the arrangement of the leaves, peculiarities of flowers, and plants, and many most curious facts are given

It is a volume that will be of real service to a large class of people who have studied plants when young, and to those who have not had that privilege. It is handsomely illustrated and well printed, as are all the books this firm put before the public.

THE FUTURE OF EDUCATED WOMEN. By Helen Ekin Starrett: and MEN, WOMEN, AND MONEY. By Francis Ekin Allison. Chicago: Jansen, McClurg & Co. Price, 50 cents.

Mrs. Allison is the author of several good papers on questions of much moment to women, and the present essay is no departure from her usual ability. Mrs. Starret is the principal of Highland Hall College, Ills., and her utterances are worthy of consideration. Her contribution, "The Future of Educated Women," is succinct, and in the present state of feeling upon such matters, quite momentous. It is worthy the attention of all young women who are undecided as to their course in life. These two essays, if well thought over, will do more to add to the self-confidence of women than can easily be estimated.

THE CYCLOPÆDIA OF UNIVERSAL HISTORY: Being an account of the principle events in the career of the human race, from the beginning of civilization to the present time; from recent and authentic sources; complete in three volumes. By John Clark Ridpath, LL.D. New York: Phillips & Hunt.

One would observe at the outset that this publication covers a very broad field, and the first impression is a feeling of skepticism as to the possibility of doing the work well in so convenient a compass; but an inspection soon discloses the fact that it has been done, not only well, but with unusual excellence, within the limits assigned to it.

Although remarkable for its comprehensiveness, it is not by any means a mere brief epitome; but by carefully preserving the true historical perspective, and giving each its just proportion, those epochs and events of more special interest are treated with a fulness and attention to detail, which give genuine satisfaction to the hungry reader of history. It seems safe to say that nothing of any account has been omitted, from the time of Egypt under Menes until the reign of the Hohenzollerns in Germany.

The general arrangement is admirably conceived. The first volume is devoted to the "Ancient World," the second and third to the "Modern World. The "Ancient World" is treated in books, describing successively Egypt, Chaldea, Assyria, Media, Babylonia, Persia, Greece, and Rome. Each book is divided into chapters dealing with the country, the people, the civil and military government, manners and customs religion, science and art of that country. The book of Rome is the longest book in the first volume, and is divided into three parts, giving an account of the Kingdom, the Republic, and the Empire.

In a similar manner the second and third volumes are divided into books treating on Barbarian ascendency, Mohammedon ascendency, the age of Charlemagne, the feudal ascendency, the Crusades, the people and the kings, the New World and the Reformation, the English revolution, the age of Frederick the Great, the age of Revolution, and the Nineteenth Century. These chapters, treating of the Modern World, it will be seen, have a different arrangement, and they are on a more extended scale. Here the element of actuality shows itself more strongly through the multitude of stirring incidents admitted by this method of taking history in epochs or ages.

As to the literary style of the book, it is both popular and scholarly, and there is a picturesqueness and power in the narrative which brings out the most dramatic points of history in a vivid light. A no less commendable quality is the accuracy and clearness of the narrative at all points. The descriptive passages and personal sketches are excellent examples of clear, forcible English, and the striking illustrations make the story even more fascinating and thrilling. Before now the author has shown in other books his mastery of a highly attractive style, and the present work amply justifies his reputation. His vocabulary is copious and his phraseology so well-chosen, that even in places where the narrative would usually be considered dry, the underlying spirit enlivens the page. This book may well be likened to an exhaustless fountain from which the thirsty reader is loath to turn away, and to which he invariably resorts, again and again, for comfort and new enthusiasm.

It is worthy of remark that the materials from which this history has been compiled have been carefully sifted; the myths, legends, and traditions having been relegated to their true position. And on the other hand, the very latest sources and authorities have been consulted in the preparation of the more recent stages of the narrative. An instance of the progressive spirit that characterizes the dealing with the Nineteenth Century may be found in the final chapter on Australia, showing it in its very latest development, political, social and industrial. A fine map of the country, and a picture of Melbourne Public Library, is in keeping with the enterprising character of the whole book.

In fact, the work is in itself a complete historical library, preserving in most convenient limits not only the sum and substance of universal history, but the spirit and genuine dramatic associations of every time. The book is valuable not alone to the student, the scholar, and professional man, and to teachers and literary workers, but it is of most absorbing interest to the average reader. Every citizen of every English-speaking country will find its pages an inexhaustible treasury. It is intended as much for those of moderate means as for the rich, and as a matter of fact the low price brings it within every poor man's reach.

Concerning its outer appearance and general form, it may be noted that this work is complete in three imperial octavo volumes of twenty-five huudred pages, with twelve hundred illustrations and seventy-two maps, charts and diagrams. These are finely drawn and engraved, and altogether spirited. The text is printed in clear, large, new type, on heavy paper, and with tasteful and substantial bindings. A fine index at the conclusion of the work, greatly adds to its value. It may be said of the large illustrations that they constitute in themselves a vivid panorama of history, perhaps the best ever produced in a work of this nature.

The student of history cannot afford to overlook the author's concluding chaper, in which he allows himself to reflect upon some of the obvious morals of history, and gives new evidence of his broad sympathy with the best impulses of the race, and that catholic spirit, which so eminently fitted him for the accomplishment of the great work done in these volumes.

THE GREAT CITIES OF THE MODERN WORLD. By Hazel Shepard. New York: George Routledge & Sons.

It is a little strange that so fertile a subject as our great modern cities should not have occurred to book-makers ere this. The author and publishers of this volume are to be congratulated upon their enterprising conception, and also upon the thorough and attractive execution, which makes it quite unlikely that any rival work will be attempted.

The scope of the book is more comprehensive even than its title indicates, for in giving a description of the cities, with all their interests, commercial, architectural, and intellectual, the leading features of the countries of which these cities are but the foci, must necessarily follow. Thus we have a panaramic presentation of the whole world at the present time.

One noticeable feature in the style of presentation is the unflagging enthusiasm of the writer in her subject, which carries the reader's interest to the closing page. It is a book that will be of great assistance to the teacher in the geography class, and no less indispensable for reference at home.

The publishers have been really lavish with illustrations, and have put the typographical work on a par with its aim and execution.

A WONDER-BOOK FOR GIRLS AND BOYS. By Nathaniel Hawthorne. Boston: Houghton, Mifflin & Co. 40 cents.

This little book constitutes Numbers Seventeen and Eighteen of the Riverside Literature Series, and among all the treasures which this series has embraced, none is more exactly in keeping with the general purpose than the present volume. A perennial charm hangs over these classic wonder tales; and the introduction in our schools of such literature, in such a form, is a pointed example of the privileges enjoyed by the young people of this day and generation. From a material and economical standpoint, the publication is indeed a "wonder" book at the price at which it is put upon the market. The typography and make-up is a delight to both the unversed and the critical eye: and in a neat, substantial fashion, the setting is worthy of the gem.

LITERARY NOTES.

A Catalogue of Books and Plays for school and home entertainment, just issued by Henry A. Young & Co., Boston, will prove very helpful to any who are looking for something on this subject. The same catalogue contains the names of books especially adapted to teachers, which are published and for sale by this firm.

The poet Whittier has written to Messrs. Lee & Shepard, of Boston, a letter expressing his appreciation of a charming little book issued by them, entitled "Ten Boys," which the JOURNAL has the privilege of presenting to-day. It is learned with great regret that Miss Jane Andrews, the author of this book, is lying dangerously ill at her home on Newbury street.

AMESBURY, 11th mo., 22, 1885.

LEE & SHEPARD, Boston:

I have been reading the new book by Jane Andrews, "Ten Boys who Lived on the Road from Long Ago to Now," which you have just published, and cannot forbear saying that in all my acquaintance with juvenile literature I know of nothing in many respects equal to this remarkable book, which contains in its small compass the concentrated knowledge of vast libraries. It is the admirably-told story of past centuries of the world's progress, and the amount of study and labor required in its preparation seems almost appalling to contemplate. One is struck with the peculiar excellence of its style, clear, easy, graceful and picturesque, which a child cannot fail to comprehend, and in which "children of a larger growth" will find an irresistible charm. That it will prove a favorite with old and young I have no doubt. It seems to me that nothing could be more enjoyable to the boy of our period than the story of how the boys of all ages lived and acted.

Yours truly,

JOHN G. WHITTIER.

Morgan's Christmas Carol is a very pretty little Christmas song of three verses and a chorus, well adapted for classes in public or Sunday schools.

Rhoda Broughton has written a sequel to her novel, "Belinda," and has in her heroine made a study of the character of Lady Dilke, formerly Mrs. Mark Pattison.

Of Mr. Charles Carryl's "Davy and the Goblin," recently issued by Ticknor & Co., over four hundred copies were sold in one afternoon to as many members of the New York Stock Exchange, of which Mr. Carryl is a member.

Mr. John Payne is at work upon a translation of the "Decameron," to be printed for the Villon Society.

Ticknor & Co. will not be able to issue the Longfellow biography before February next. The biographical portion will be comparatively short, the bulk of the work consisting of the journals and letters of the poet. In the latter will be given careful reproductions of a number of dainty little pen-and-ink drawings made by the poet while abroad.

ANNOUNCEMENTS.

The Lippincotts have in press for early publication, "Memoir of Mary Anna Longstreth," a variorum edition of Shakespeare's Othello, Lyrical Poems by Emily Thornton Charles (Emily Hawthorne); and "People and Preachers in the Methodist Episcopal Church," by John A. Wright.

Ticknor & Co., Boston, announce "Dosia's Daughter," by Henri Greville: "The Virginia Campaign of Gen. Pope"; "Japanese Homes," by E. S. Morse; "The Land of the Morning Calm" (Korea), by Percival Lowell; "The Olden-Time Series," by Henry M. Brooks; "Life and Letters of Henry Wadsworth Longfellow"; "Life and Works of Mary Clemmer"; "The Golden Spike," by E. King; and "Songs and Ballads of the Old Plantation," by Uncle Remus.

D. Appleton & Co. are about to publish another novel by Mr. Keenan, the author of "Trajan" and "The Money-Makers," to be entitled "The Aliens." The scenery of the story is laid in Western New York.

MAGAZINES.

The Art Interchange is a publication designed for amateurs in Art. For this purpose it is well suited, as it contains directions of minute character in all branches of painting, and art needle-work. The supplements comprise various patterns in outline for china painting, oil painting, and embroidery. The

colored supplement of Oct. 8, a tea-cup and saucer decoration is very charming in tone and treatment. The designs in Oct. 22, for wood-carving, and in Nov. 5, of a portiere, are particularly good. Nov. 19, contains a colored study, and a landscape by Bruce Crane.—The December number of the *Art Amateur*, published by Montague Marks, gathers in its pages many valuable features. Its house decorations and studies of drapery are very suggestive. With the ordinary supplement containing patterns of embroidery, is a colored study of a face in profile, by Carroll Beckwith, that may be of use to the young artist.

GOOD THINGS FROM THE MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

[*Continued from page 350.*]

From a paper on the Methods of Teaching in the Common Schools of Germany, read by Larkin Dunton, LL.D., head master of the Boston Normal School, who recently spent three months in that country:

"In Germany, the aim of the lesson is never lost sight of, and the teachers know what they are talking about. No side issues are introduced to make the children generally intelligent. The teachers teach the addition and subtraction of numbers to ten in such a way as to give the pupils the power of learning the rest of the numbers by themselves. Another marked trait in the German system of instruction is the logical questioning that prevails. The restatement of the instruction by the pupil is an almost universal practice. Another quality of German instruction is its power to make the children work."

From a paper by Prof. J. H. Pillsbury, of Smith College, on Biology in the High School:

"The biology work of the high school should differ from that of the college in that less time can be devoted to it. It must, however, be so far complete in itself as to leave the pupil with definite and practical ideas of the subject. Instead of the course in general biology which ought to begin the course of college work, the high-school teacher will find it best to take up the two main divisions of biology, botany, and zoölogy, as separate subjects. Work in these branches should include description, comparison, classification and physiology. The objects that must be kept in mind are the development of the powers of observation, the discipline of the memory and the logical powers, the acquirement of knowledge, and the habit of scientific thought. The method which should be used is the objective, where the pupil shall see as much for himself as is possible and be guided to correct conclusions from what he sees. Among the difficulties to be met with are poor teaching in the lower grades and lack of time for the work. These must be met by better facilities and better qualified teachers. Another difficulty is a lack of material. Much can be done by the pupils in the smaller places, and the larger towns and cities can supply the demand. In botany, it is well to begin with written descriptions of plants until pupils are better trained in the lower grades, and then to take the pupil through the various kinds of plants. Physiology and economic botany should be taught to such an extent as to make the teaching practical. Comparisons of parts and organs in different plants should be made a prominent feature. In geology the work should begin with the lowest forms; and talks or lectures, with specimens and good books of reference, should make the pupils see for themselves all the important points of structure. Specimens prepared by the teacher beforehand must do most of the work.

From a paper by Mr. Frank A. Hill, principal of the Chelsea High School, on Some Limitations in Teaching:

In teaching, as in everything else, there must be limitations, largely determined for the pupil by the laws of development and inheritance, and somewhat affected by him. Working for improved conditions yields good fruit; still such work is outlying and preliminary. The great work of all must be done in the mind and heart of the pupil, and here there is found at the outset a limitation in the feeble or undeveloped will-power. The problem of the schools is to bring the attention of the young in subjection to the will. A second limitation is that it takes strong and repeated impressions, and therefore time, to make the physical record that underlies useful mental activity. There is enough in this thought to discredit all cramming processes and all short-cuts to learning. Other limitations are to be found in the immaturity of pupils, in the widely differing capacities of the young, in the fact that indispensable as teaching is to intelligent and successful practice, it does not itself give that practice. A final limitation, including all the others, may be added. The stamp of the species and of the variety has been impressed upon each being from the germ. The momentum of inherited tendencies must be recognized. There is in species a certain resistance; If the best directed efforts are thwarted by this, the misdirected efforts are thwarted as well.

[*To be Continued.*]

NEW YORK STATE COUNCIL OF SCHOOL SUPERINTENDENTS.

The third Annual Meeting of the Council of School Superintendents of the State of New York, was held in Auburn, Nov. 19th, and 20th.

The President, Supt. David Beattie, of Troy, was absent on account of sickness, and Vice-President, Supt. B. B. Snow of Auburn presided; H. R. Sanford, of Middletown was secretary and treasurer.

The Council is peculiar in that no papers are ever read, but practical topics are selected and the experience of the several members is brought out by informal discussion. It is considered the most valuable educational meeting held in the state.

The following is a *resume* of the discussions:

The Compulsory Education Law was first discussed. Supt. Edward Smith, of Syracuse, said that the board of education in Syracuse had made no attempt to enforce the law until the large increase in manufacturing interests rendered it necessary to forbid the employment of persons between the ages of eight and fourteen. Now there is renewed interest in the work and he felt the great need of the enforcement of the law.

Supt. Andrew McMillan, of Utica, made the point that the law, as it now stands, is defective and could not be enforced. He also said he thought the clause which excused children who received home instruction ought to be omitted from the new law. He realized the necessity of the law, but with no authority to raise money little can be done.

In answer to a question, Hon. Jas. R. Morrison, deputy state superintendent of public instruction, stated that in New York city special truant officers go from house to house bringing truants into the schools.

Superintendent C. B. Tompkins, of Elmira, said that they had also attempted action under the law, but had failed. They had no factories of any extent employing children.

Superintendent B. B. Snow stated that under legal council the Auburn board had decided that they could not enforce the law.

Superintendent C. W. Cole, of Albany, said he found the same difficulty, that the compulsory law failed to provide any funds. It should have a mandatory clause compelling the raising of money to carry out the provisions of the law. He believed that if the law was properly revised it would do great good.

Superintendent Edward Wait, of Lansingburgh, said nothing had yet been done, but the board wished to act if the proper plan can be pointed out.

After further discussion, on motion of Superintendent Scott, Superintendent A. McMillan, of Utica, Superintendent S. A. Ellis, of Rochester, and ex-Superintendent H. R. Sanford, of Middletown, were appointed a committee to formulate changes in the present compulsory law necessary to make it efficient.

The council took up the subject of Mental Arithmetic, its value as a course of study, the extent to which it should be taught and how. Superintendent Geo. Griffith, of Lockport, felt that the practice of memorizing problems and analysis and following the forms in an intellectual arithmetic, did not seem to improve the reasoning powers.

Superintendent M. W. Scott, of Binghamton, had found that we did not have enough mental arithmetic, and had been adding mental problems, and had increased discipline to the reasoning faculties.

Superintendent H. W. Callahan, of Penn Yan, gave his business experience, in which he believed that the mental arithmetic training gives pupils the power of concisely expressing their thoughts.

Superintendent S. A. Ellis, of Rochester, spoke in favor of its general use in the school, as it trains the pupils to be concise and to think quicker in all matters. He said: "I believe in having very simple rules for analysis, omitting 'therefore,' etc. My drill in mental arithmetic has been of great benefit to me. I would combine mental and written arithmetic."

Superintendent Edward Smith, of Syracuse, objected to fixing any set rule by teachers by which children must work an example. He believes that the children should be left to their own originality to a certain extent and as far as possible. "I put no arithmetic into the hands of pupils until they have been in school at least three years. Number lessons should be the means of giving the students ideas and means of expression. I do not prescribe the words in which they shall explain their problems. All arithmetic is mental, only pencils are used for larger numbers."

Superintendent C. E. White, of Geddes: "I have abolished the special study of mental arithmetic and find no loss in results. What a child does for himself educates him. Teach a child to know thoroughly and he will remember well."

Superintendent MacMillan: "I do not believe in the old ironclad formulæ. I have problems explained giving mental operations, but use no special book."

Superintendent L. R. Hunt, of Little Falls: "Pupils who get a result without a formula of expression are more certain of their results."

Superintendent Geo. T. Church, of Middletown: "I believe in a reasonable formula in explaining problems. I first develop the formula and show the pupils the correct method."

Superintendent J. M. Dolph, of Port Jervis: "Under the direction of the teachers the pupil should carefully develop each principle. I give a large number of impromptu problems."

Ex-Superintendent H. R. Sanford, of Middletown: "The accuracy of numerical calculations of the lower grade must be obtained. Occasional drill must be had in the higher classes. Exclude the signs plus, minus and equality from primary classes. One of the great advantages of mental arithmetic lies in the fact that there is only one rule of procedure in the book and that is common sense."

Superintendent Cole: "In Albany the entrance examinations to the high school average 50 per cent. higher than when we had the old time computations."

Superintendent Snow: "I have sought for accuracy and rapidity in computations and have devised special methods for those results."

Most of those speaking opposed the use of set formulas for solution of problems, though some favored them.

The decision was unanimous against using a book with formulas for analysis, to be followed by the pupils.

Language—what should be the aim in teaching it? What are the best means for doing it?

Superintendent Cole detailed his methods of teaching language, giving constant exercises in all lower grades. Among other methods, was reproduction exercises, after children have had a few minutes in which to read a short but interesting article. "I discarded long ago the practice of giving sentences involving false syntax for correction."

Superintendent Scott: "We learn the use of language by using it correctly. Make a proper effort at all times to use correct methods of speech."

Superintendent White: "I see no objection to the use of false syntax as a means of correcting the same. I endeavor to teach the correct use of language in every class."

Superintendent Dolph: "I start with oral lessons and take up the text-books later on."

Superintendent L. C. Foster, of Ithaca would use quotations of ungrammatical expressions used by the children as means of teaching correct expression.

Superintendent McMillan: "I commence with lessons in the use of language and follow with technical grammar. I believe we have too many examinations. Wait for a technical grammar to a later age."

Ex-Superintendent Sanford rejoiced that the day had passed when teachers taught children milk-and-water grammar, teaching "object words," "action words," etc. Now we wait for fair maturity of mind before commencing technical grammar, and then make quick and intelligent work of it. Teach etymology and analysis together.

Superintendent Ellis commenced lessons in the use of language, and later on the pupils commenced definite lessons in technical grammar. He favored having a few incorrect expressions for correction and said that he had found them useful in teaching deaf mutes.

Superintendent Scott: "We teach the correct use of language by using it correctly. Make the proper effort at all times to make the proper use of language."

The Chair called upon Deputy State Superintendent Morrison, who said that the custom of deferring the study of technical grammar to so late a period, was very different from the custom in New York, when he was a school-boy, but he saw that there was philosophy in it.

Nearly every superintendent objected to the practice of printing in grammars false syntax for pupils to correct.

Superintendent McMillan, from committee on compulsory education reported as follows:

It is in the sense of this council that in order to render operative and efficient the provisions of chapter 421 of the laws of 1874, and especially section 8 thereof, an additional section should be added to the act, providing that in the annual budget of the local school authorities in cities, incorporated villages and school districts of the state, the amount necessary to carry said provisions into effect should be inserted; and the raising by tax, of the amount so adjudged necessary, should be made mandatory on corporate authorities of cities and villages, and on the trustees or boards of education, of school districts, to raise by tax on the property, real and personal, in said cities, villages or districts, to be held as school moneys now are, subject to the order of said local school authorities, for the purposes described in said act.

Resolved, that a respectful communication be sent to the State superintendent of Public Instruction, embodying the views of this council as expressed, and requesting, if in his judgment, he shall deem it wise, that he will formulate an amendment to said act, which shall fully cover and express the sense of this council, for submission to the legislature at its coming session.

The report was adopted.

Superintendent Snow, from committee on naming grades, etc., reported progress and the committee was continued to meet next year.

Keeping after school for punishment, or for making up lessons.

Superintendent Tompkins thoroughly disapproved of the practice.

Superintendent Foster: "We reduce the keeping after school as far as possible. Pupils make up their work just before school is dismissed."

Superintendent Smith: "Detention has disappeared from our schools as a penalty for anything, or to make up lessons. The teachers detain a few minutes, not as a punishment, but that teachers may speak to pupils. Doors are open half an hour before school in the morning when teachers can meet pupils specially."

Superintendent Hunt: "We do not keep pupils after school."

Superintendent Ellis: "Pupils may be detained their 5 minutes after school in afternoon, but not in forenoon. The practice has nearly disappeared, as has also corporal punishment."

Superintendent White: "We have no corporal punishments, hence there is a tendency to keep after school." But he had found that it did not produce the desired result. He found the same ones kept night after night. The abolition of corporal punishment had been attended with great diminution of suspensions. "We have no recesses."

Superintendent Dolph: "Our teachers are inclined to keep pupils after school to make up work."

Superintendent Griffith: "Detention is discouraged and there is but little of it, though it is allowed."

Superintendent Callahan said that when he took charge, three years ago, there were many detentions; now there are but few cases, and the children sometimes feel it even a harshness that they can not stay. The teachers had acquired moral power.

Superintendent Cole thoroughly discourages teachers from keeping after school.

Superintendent P. H. Hull, of Waverley, could see no good in the practice of detention after school.

Superintendent Smith in answer to a question, "Any infliction of physical pain is corporal punishment."

Superintendent McMillan, said that every teacher should have the magnetism to control her scholars while in school, and that the hours as they now are, are long enough without any extra time. The ventilation in any school-room is such that it is detrimental to a child's health, to keep it in too long, and he preferred the method of morning interviews with delinquents in regard to lessons. At that time, teachers are better able to attend to the pupils, and the mental strain which of necessity affects the teacher after a day's work, should end at four o'clock and she should use the time from that till next morning in recuperating for another day's work.

Superintendent Ellis, although opposed to the practice, yet thought that something should be conceded to teachers, who without experience are compelled to take charge of school-rooms.

The kindergarten methods applied to primary work.

Superintendent Cole described his preparatory primary department in which he had adopted selections from kindergarten methods. They receive into this department the youngest pupils of school age once a month, and they remain one hour and a-half each day, and for six or eight weeks when they are removed to the regular primary department, well prepared for that work.

Superintendent S. J. Hamilton, of Oswego, also described a successful experience of engrafting kindergarten methods upon the public school system; he made the following statements of the advantages of so doing.

ADVANTAGES TO PRIMARY CHILDREN FROM KINDERGARTEN TRAINING.

1. The senses are developed and the perceptive faculty cultivated, which prepares the child for closer observation in the primary school.
2. The law of relation which is the controlling principle in the kindergarten system, leads to continuity of thought. A well-trained kindergarten child will be an *attentive* primary child.
3. An attentive habit is developed in the kindergarten.
4. Primary children will have a higher appreciation of natural history.
5. The first year's work in the primary school is accomplished by children from three to five years old, excepting the work in reading.
6. Children learn to read and write much *more* readily than those who have not had kindergarten work.
7. Time is saved by kindergarten training, hence money is saved.
8. Children can leave school for work at an earlier age. Therefore money is saved for public school.
9. The discipline of children should be lightened as they are removed from evil influences, *two years* earlier than primary children.

The above conclusions are the result of careful comparison of work done by kindergarten children and those who have not had that training.

Superintendent Ellis stated that in Rochester, they felt the necessity and were preparing to make selections of kindergarten work for their schools.

Superintendent Dolph: "The advantages of kindergarten work are mainly in giving mental activity to children of uncultivated families. Others get that at home."

Superintendent Tompkins believed it was feasible to do some kindergarten work in the public schools.

Ex-Superintendent Sanford, in the absence of Superintendent Eaton, of Yonkers, described some portions of kindergarten work practiced in the public schools of that city.

Superintendent Hunt presented the report of the committee appointed last year to endeavor to unify the grade work preparatory to the high-school.

The report included facts gathered from numerous cities and villages in this and other states.

It resolved that usually nine years of school work precede the high-school course, and that course extends over four years, more often than three. Only about one-twentieth of the public school pupils enter the high-school.

Treasurer Sanford reported,

Balance on hand	$17.58
Membership fees received	32.00
Total	49 58

ELECTION OF OFFICERS.

The following officers were unanimously elected for the next year.

President, L. S. Foster, Ithaca; vice-president, W. M. Scott, Binghamton; secretary and treasurer, H. R. Sanford, Middletown.

Binghamton was selected as the place of next meeting.

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Among other attractions for the year may be mentioned a series of papers in the form of a story—depicting characteristic features of American society—written by CHARLES DUDLEY WARNER, and illustrated by C. S. REINHART; the continuation of the papers on "Great American Industries" and "American Cities;" the continuation and completion of Mr. E. A. ABBEY'S series of illustrations for "She Stoops to Conquer;" "Sketches of the Avon," by ALFRED PARSONS; papers on "The Navies of Europe," by Sir EDWARD REED, illustrated; curious studies of American Colonial History, by Colonel T. W. HIGGINSON; more sketches of "Frontier Military Life," by R. F. ZOGBAUM, with the author's illustrations; "Southern Sketches," by REBECCA HARDING DAVIS; illustrated sketches of adventure connected with the hunting of "Large Game in America," etc.

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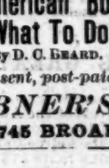

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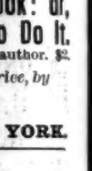

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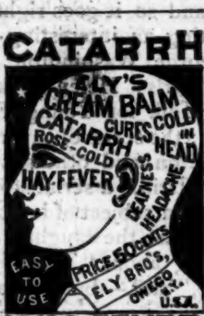

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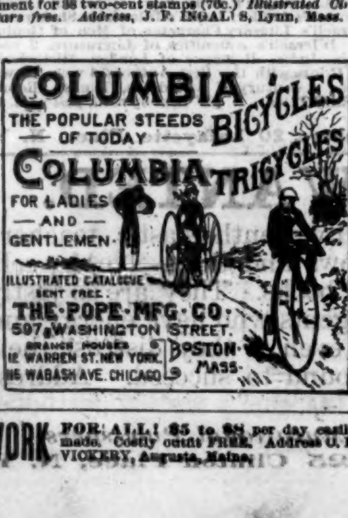

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